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| Subject | History | Unit | Romans |
| Class | Seal Class LKS2 | Year/Term | 2020-2021 Autumn |

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| Key Concept | Skills |
| Investigate and interpret the past | Use evidence to ask questions and find answers to questions about the past |
| Suggest suitable sources of evidence for historical enquiries |
| Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history |
| Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ |
| Suggest causes and consequences of some of the main events and changes in history |
| Build an overview of world history | Describe changes that have happened in the local area throughout history |
| Describe the community structures of the civilisations and time periods studied |
| Describe the faiths and beliefs of the civilisations and time periods studied |
| Describe some of the lasting legacies from the civilisations and time periods studied |
| Compare the different civilisations and time periods studied |
| Understand chronology | Place events, artefacts and historical figures on a timeline using dates |
| Understand the concept of change over time, representing this on a timeline |
| Use dates and terms to describe events |
| Communicate historically | Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. |
| Show an understanding of concepts such as community, civilisation, monarchy, parliament, democracy |
| Use a range of methods to communicate information about the past |

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| Learning Links | Topic/theme |
| Spread of Roman Empire | Geography/Mediterranean Europe |
| Settlement and trade | Geography/Settlement  |
| Time period | History/Ancient Egypt, Mayans, Ancient Greece, Prehistoric Britain, Anglo-Saxons |
| Spread of Christianity | RE/Christianity |
| Roman Numerals  | Year 4 Mathematics |

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| Core Content | Key Concept | Key Theme |
| Describe the spread of the Roman Empire and invasion of Britain | Chronology | Lasting Legacies |
| Describe the physical impact of Romans on Britain (roads, towns, buildings) | Overview | Lasting Legacies |
| Describe the impact of the Romans in Northumberland (Hadrian’s Wall) | Overview | Faith and Beliefs |
| Describe the religious impact of Romans on Britain (Gods, Christianity) | Overview | Faith and Beliefs |
| Investigate how the Roman Empire affected the local people (Boudicca) | Investigate/Interpret | Community Structures |

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| Key Vocabulary |
| EmpireTogaAqueductColiseumCenturionEmperorAmphitheatreSenateGladiatorRepublic | MosaicArchChariotHypocaustTunicAquilaPantheonTestudoCircus MaximusLegionary |  |
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| Assessment Opportunity |
| Open task to answer one of the following questions:What did the Roman’s bring to Britain?Where were the main Roman settlements?Why did the Roman’s invade Britain? |
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| Date | Learning Objective | Lesson Outline | Resources  |
| Lesson 1 - 14th September | L.O. To be able to explain how the Roman Empire began.S.C. To find out where the Roman Empire originated.To place the beginning of the Roman Empireinto a wider picture of history.To learn the story of the founding of Rome. | To begin with the children will discuss what they know about the Romans. Stick in Knowledge Organisers after this (Leave a page after this for key vocabulary list). Self-Assessment – How much did they know? Main Activity - Pupilswill make a timeline to set this period into the wider context of world history. Then they will learntwo contrasting stories about the founding of Rome, discussing the difference between legendsand historical fact.Plenary – Paired Task with Teach the Pair | <https://drive.google.com/drive/u/1/folders/1C9u2vLaa49ASwCzmRElytebtMpQN6-kn>Knowledge Organisers Laptops Google EarthResource 1A and 1B Topic Books  |
| Lesson 2 28th September | L.O. To be able to explain the role of the Roman Army in the expansion of the British EmpireS.C. To see how the Roman Empire expandedover time.To use websites to find out about the Romanarmy.To make a Roman shield. | This lesson is going to focus on developing source skills, so there will be a focus on primary and secondary sources. What will they be using to find out about the Roman Army? Can they evaluate the sources?This lesson invites pupils to discover how the Roman Empire spread across many differentcountries. Pupils will research the Roman army and find out why it was so powerful. They willthen be able to design and make their own Roman shield and use it to role play being part of aRoman legion (Beach School). | <https://drive.google.com/drive/u/1/folders/1C9u2vLaa49ASwCzmRElytebtMpQN6-kn>Source Skill Presentation LaptopsEvaluating Sources Vocabulary  |
| Lesson 3 12th October | L.O. To explain how Britain become part of the Roman Empire. S.C. To discover why the Romans wanted to invadeBritain.To evaluate the different invasion attempts.To participate in a class debate about the Romaninvasion. | This lesson addresses the question of why the Romans wanted to invade Britain. Pupils will beintroduced to the different invasion attempts and discover which one was successful. Then pupilswill put themselves in the position of the Celts and they will take part in a class debate to decidewhether they should fight back against the Romans or not. | <https://drive.google.com/drive/u/1/folders/1C9u2vLaa49ASwCzmRElytebtMpQN6-kn> |
| Lesson 4 19th October | L.O. To be able to explain who Boudica was and how she rebelled against the Romans. S.C. To use historical sources to find out aboutBoudica.To evaluate the usefulness of different sources. To learn the story of Boudica’s rebellion againstthe Romans. | In this lesson pupils will develop their skills at working with historical sources in order to find outabout the character of Boudica. They will be introduced to primary and secondary sources tohelp them to learn the story of Boudica's rebellion against the Romans. Then they will have theopportunity to make a comic strip of the story and to learn a humorous song about Boudica. | <https://drive.google.com/drive/u/1/folders/1C9u2vLaa49ASwCzmRElytebtMpQN6-kn> |
| Lesson 5 2nd Nov | L.O. To explain what the Romans built after they settled in Britain. S.C. To name and describe some Roman buildingsand structures.To find out why the Romans built roads andaqueducts.To make a working model aqueduct. | This lesson looks at the different buildings and structures that the Romans introduced to Britain.Pupils will be introduced to new vocabulary and then research Roman roads and aqueducts.Then they will make their own aqueduct model and test it out with running water. | <https://drive.google.com/drive/u/1/folders/1C9u2vLaa49ASwCzmRElytebtMpQN6-kn> |
| Lesson 6 9th Nov | L.O. To be able to explain what people did for leisure in Roman Britain. | In this exciting lesson pupils will study how people might have spent their spare time in RomanBritain. Pupils will find out about the different parts of a public bathhouse and then work ingroups to turn their classroom into a Roman bathhouse ready for a Roman day trip! |  |
| Lesson 7 16th Nov | L.O. To understand why Hadrian’s Wall was built by The Romans.  | This lesson looks at the impact the Romans had in our local area specifically Hadrian’s Wall. Why did they build Hadrian’s Wall and where it is located? Children will be able to draw the location of Hadrian’s Wall on the map.  | <https://www.youtube.com/watch?v=pmmfS4Z4Jig><https://www.twinkl.co.uk/resource/tp2-h-022-planit-history-lks2-romans-lesson-4-hadrians-wall-lesson-pack> |
| Lesson 8 23rd Nov | L.O. To understand how archaeologists, find evidenceabout Roman Britain.S.C. To explain the importance of key findings atdifferent archaeological sites.To make deductions from historical sources | Pupils will play a fun game to find out about the way in which archaeologists conductexcavations. They will develop their source work skills by finding out about Roman sites in Britainand they will consider what they can deduct from historical remains. |  |
| Lesson 9 30th Nov | L.O. To be able to identify a Roman House and compare with a Celtic Roundhouse. | Pupils will discover what sort of houses people had in Roman Britain. They will use a Venndiagram to compare Roman villas and Celtic roundhouses.Pupils will then research Roman villas and design and make their own floor mosaics. |  |
| Lesson 10 7th Dec | L.O. To be able to explain what Religious Beliefs the Romans followed. | The pupils will look at the beliefs the Romans followed and the Gods they believed in. They will look at Religious Practices they will follow. |  |
| Lesson 11 14th Dec | L.O. To summarise my learning about The Romans.  | This lesson is designed for pupils to reflect on what they have learned about this period of history.There is an assessment activity and an opportunity for pupils to summarise their learning duringthis unit. |  |