

History			
Topic	How did the arrival of the Romans change Britain?	Year	4
<b>National Curriculum Objectives</b>			
- The Roman Empire and its impact on Britain			
<b>Prior Learning</b>		<b>Future Learning</b>	
<ul style="list-style-type: none"> <li>- Prehistory; evidence of ways of life based on artefacts rather than anything written</li> <li>- Life in Britain as rural and countryside based</li> </ul>		<ul style="list-style-type: none"> <li>- Anglo Saxon invasion of Britain [LKS2]</li> <li>- Viking invasion of Britain [UKS2]</li> </ul>	
<b>What pupils need to know or do to be secure</b>			
<b>Key Concept:</b>			
- <b>Country, Settlement, Conflict and War;</b> for the first time in British history a foreign power planned and executed a very expensive and ultimately successful invasion. Romans wanted to exploit the natural resources and further living space			
Chronological knowledge	Learning objectives	Possible sources of evidence	
<p><b>55 BC</b> – Julius Caesar attempts first invasion of Britain</p> <p><b>27 BC</b> - Augustus becomes the first Roman Emperor</p> <p><b>AD 43</b> – Roman Emperor Claudius successfully invaded Britain and it became part of the Roman Empire</p> <p><b>AD47</b> – The Romans built a road called Fosse Way to join the armies in the north and south-west</p> <p><b>AD 60</b> – Celtic tribes, led by Boudicca rebelled against the Romans and attacked them but were unsuccessful</p> <p><b>AD 300</b> – The Romans began to build roads across England</p> <p><b>AD 401 – 410</b> - The Romans withdraw from Britain and return to Italy. The Anglo-Saxon migrants begin to Settle</p>	<ul style="list-style-type: none"> <li>- Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius</li> <li>- Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD43</li> <li>- Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgement about the causes and effects of her harsh treatment by the Romans</li> <li>- Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision</li> <li>- Understand through explanation the difference between historical evidence and legends and folklore</li> <li>- Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain</li> </ul>	<ul style="list-style-type: none"> <li>- Map interpretation</li> <li>- Discussion and questioning</li> <li>- Description of Boudica using modern English synonyms for more archaic vocabulary</li> <li>- Discussion and questioning</li> <li>- Discussion and questioning</li> <li>- Discussion of speculation and reasoning. Postcard or letter of acceptance. Design of fibula or brooch</li> </ul>	

	<ul style="list-style-type: none"> <li>- Identify and describe the main design of Hadrian's wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD122</li> <li>- Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built</li> <li>- Describe what a gladiator was and what occurred at gladiatorial games</li> <li>- Explain who ianistae were and why they owned and trained gladiators in private schools</li> <li>- Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebians</li> <li>- Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>- Extended questioning</li> <li>- Annotated drawing of a Roman town from a written description. Identification of seven key features of Roman towns from photographs of ruins</li> <li>- Discussion and interpretation of murals and mosaics</li> <li>- Discussion and reflection. Film interpretation</li> <li>- Interpretation of primary source material</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Rome, Romans, Roman Empire, emperor, empress, Italy, invasion, motives, city, ruled, raw materials, lead, forest, wood, army, leather hides, wool, gold, silver, coins, slaves, galley, gladiators, amphitheatre, entertainment, celts, iceni, tribe, primary evidence, sources, historian, consequences, plundered, chieftain, revenge, ransacked, legionnaires, legend, folklore, fort, document, brooch, fibula, toga, Picts, ambush, barbarians, basilica, forum, guard house, mural, mosaics, senator, colosseum, ianistae</p>	