

## YEAR 3 - How did the Roman Empire impact Britain?

This unit is deliberately sequenced to flow directly from the topic on Stone Age to Iron Age this topic to develop pupils' chronological understanding and their ability to see clear contrasts between these contiguous, but very contrasting periods. The approach initially focuses mainly on personalities such as Caesar, Claudius and Boudica, concentrating on two the key concepts of causes and consequences. The emphasis then shifts to the changes the Romans brought to Britain, both at the time and over time. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from the fragmentary evidence, some of which will be local. Much of the learning is very active, be it the living graph showing the changing fortunes of Boudica, or a reconstruction relay to discover what Roman armour and weapons were like. Recording takes the form of speech bubbles, annotating diagrams, drawing from written descriptions, and designing legacy stamps as well as more extended written explanations. exp.

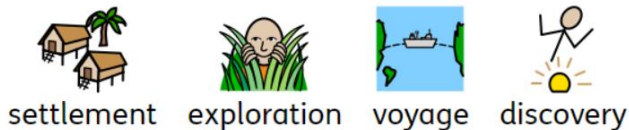
### Substantive Concepts



### Disciplinary concepts

Historical Significance, Change and Continuity, Sources and Evidence Similarity and difference, Cause and Consequence

### Prior knowledge




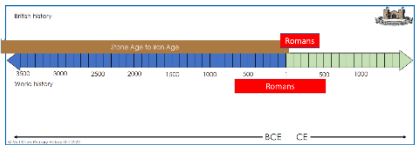

### Prior knowledge

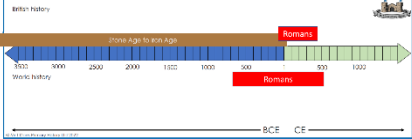

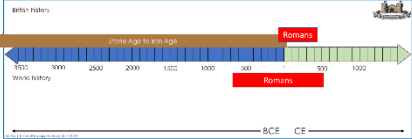
Historical Significance, Change and Continuity, Sources and Evidence

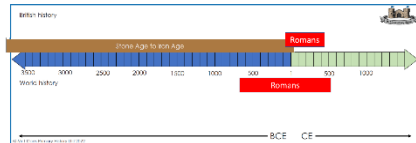
**Hook/use of outdoor area/trips:** Roman dig site, Flag Fen trip

**Cross-curricular links:** Reading – Iliona, A Roman Slave Girl, gladiators fact sheet. Geography – Locating where the Romans came from and where key Iron Age settlements are. Writing – Diary from a gladiators point of view, newspaper report about Claudius' invasion (Summer Term).

Key questions	The knowledge intended to be taught. What will they learn?	Learning Activities	Learning resources	Outcomes/assessment
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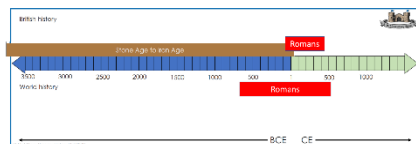
Content coverage/concepts/timeline	What skill will they be learning?			
<p>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?  Concepts: cause and consequence, change and continuity</p>   <p><i>Why did Emperor Claudius invade Britain, a cold bleak country on the edge of the empire?</i>  Concepts: cause and consequence, change and continuity</p> 	<p>Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines</p> <p>Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation. More-able group links ideas with concept of empire, eg: secure border, gain slaves. Children able to write explanation showing at least 2 reasons, not just listed but developed. Moreable use words such as probably, perhaps – most important.</p>	<p>Pupils are shown contrasting maps of the Roman Empire 100 years apart, one on eve of Caesar's invasion the other on the eve of Claudius' invasion. Children list early possible ideas for Claudius' invasion.</p> <p>Activity 1: They then act as advisers to Claudius: Should he invade or not? Activity 2: Conscience Alley Activity 3: Pupils Hot seat Claudius. Pupils consolidate their understanding</p> <p>Model writing of explanatory account.</p>	<p>Outstanding lesson KQ1 Part 11 PowerPoint Outstanding lesson KQ1 part 2 Why did Claudius invade? for PowerPoint for 2nd part of lesson RS1 Adviser cards for and against RS2 Background notes on Claudius Short video excerpt – Zig Zag</p>	<p>Pupils discuss ideas as to why Julius Caesar invaded and failed.</p> <p>Pupils write paragraph or speech bubbles explaining why Claudius invaded. Did he invade for the same reasons as Caesar a hundred years before him?</p>

 <p>These sessions are covered over 2 weeks.</p>				
<p>Should the Celts take on the Romans?          Who were the Roman Army?          Concepts: Historical significance, cause and consequence, change and continuity</p>  	<p>Children understand why the Celts would have been apprehensive about taking on the Roman army.</p>	<p>Great fun activity: pictures from memory/reconstruction relay – pupils act as spies to collect information about the Roman army for Boudicca. They will find evidence for size of army, type of army, tactics, weapons, etc.</p>	<p>Data collection sheets          Posters with evidence          Videos of Roman Army reconstructions</p>	<p>Write a paragraph or two to explain how mighty the Roman Army were. Include evidence of size of army, type of army, tactics, weapons, etc</p>
<p>Why did Boudicca rebel against the Romans?          Concepts: historical significance, sources and evidence, cause and consequence, change and continuity</p>	<p>Children understand personal motivation of Boudicca and can link to actions taken by Romans.</p>	<p>Children tell story and sequence pictures and gave simple explanations after actions.</p>	<p>Ppt - Should the Celts take on the Romans?          All resources for sequencing and living graph are part of outstanding lesson Boudicca's</p>	<p>Pupils come up with three or four reasons why Boudicca rebelled</p>



Work on causation here is secondary to key work on interpretations

What image do we have of Boudica today?  
 Concepts: historical significance, sources and evidence, cause and consequence, change and continuity



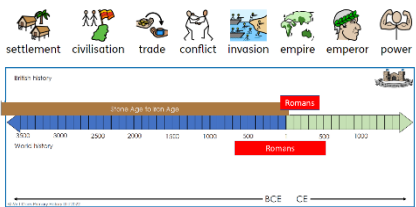
Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.

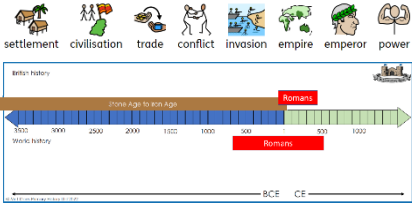

Pupils draw their own picture of Boudica based on Roman description and then compare with textbook versions. Discuss reasons why we have different views of the same person.

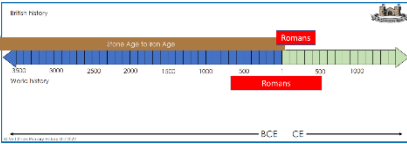

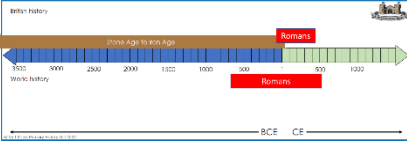
Rebellion from Sequencing to Living graph

Images of Boudicca from different sources, Roman descriptions of Boudicca.

Children shown 2 unseen pictures of Boudica, one looking much more warlike. Children have to describe differences and give simple reasons why she is not shown looking same

<p>How were the Romans able to keep control over such a vast empire?          Concepts: historical significance, sources and evidence, cause and consequence, change and continuity</p>  <p>This looks at the nature of imperial power moving beyond the soldiers themselves, to looking at the structure of imperial control.</p>	<p>Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc They are able to select reasons for their explanation and begin to prioritise them in order of importance. They are able to critique a short film evaluating its strengths and weaknesses as an explanation.</p>	<p>Pupils have to work out why the Roman army was so strong. They find and then rank the reasons they think most important. They then critique a short BBC film excerpt. How well does it explain why the Roman army was so successful? What does it include/leave out? Does it emphasise the right points. Pupils work collaboratively to plan and then deliver 60 second talk</p>	<p>Grid to complete while watching film excerpt</p>	<p>Pupils have to produce a 60-second radio broadcast as if being interviewed by a presenter who wants to know what history pupils are learning in schools today.</p>
<p>What did a Roman town look like?          How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?          Concepts: historical significance, sources and evidence, cause and consequence, change and</p>	<p>Children are able to see which the most significant changes would have been e.g emergence of towns and villas in countryside. Children grasp how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas)</p>	<p>Activity 1: Picture it. Pupils are given clues as to the description of a typical Roman town in the form of slips of paper placed around the classroom. Pupils have to find the clues and then, working collaboratively, draw their own town plan including all the buildings, which they then label.</p>	<p>Picture-it clues          Artefacts          Pictures –          Celtic/Roman -          children to match          Ppt</p>	<p>Pupils draw and annotate features of either a town</p>

<p>continuity, similarities and differences</p> 	<p>and from Silchester (about towns). Children understand range of entertainments that Romans had in society - amphitheatres, baths and forum. Understand that society was diverse and that poor lived very differently. They understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps</p>	<p>Part 2 See Outstanding Lesson Is this another Villa? Archaeological dig unearthing buried artefacts. Simple chart Celt/Roman showing comparisons.</p>		
<p>How can we solve the mystery of why this great 400 year empire suddenly came to an end? Can you make the links? Concepts: historical significance, sources and evidence, cause and consequence, change and continuity</p> 	<p>Pupils are able to list at least 3 valid reasons. Some can progress to making links between them e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.</p>	<p>Pupils are introduced to a variety of reasons each covered on the PowerPoint presentation. To help make these more memorable, make the knowledge 'sticky' by asking them to work in small groups to draw a picture to represent each reason. They do this on 6 blank cards. They then test each other, one group against another, each having to guess what the reasons shown on the image are. More able ask partner to</p>	<p>PowerPoint offers the reasons to stimulate pupils to come up with ideas of their own.</p>	<p>Pupils sketch reasons and discuss in small groups, then whole class. Pupils make links in their reasoning.</p>

 <p>This is an overview lesson to consolidate the inherent problems of running such a vast empire. It is not meant to be a detailed enquiry</p>		<p>identify a cause each cause card links to</p>		
<p>What have the Romans ever done for us? Concepts: historical significance, sources and evidence, cause and consequence, change and continuity</p>  	<p>Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p>	<p>Under the Cloth What have the Romans ever done for us? – detective work – 15 clues including 2/4 red herrings (objects/pictures that we still use today – originated in Roman times) Analyse library books to see which aspects given most attention – fill in grid Design set of stamps £5 - £1 with picture showing most important legacy</p>	<p>PowerPoint provides the images for under the cloth and 4 resource sheets including RS1 List of images used RS2 Grid for textbook analysis</p>	<p>Pupils create a set of 9 different value stamps depicting the legacy of the Roman Empire showing ability to justify significance</p>