




History – Year 3 – Spring – Were the Romans right to invade Britain? – MTP

National Curriculum	Week	NC – Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>Key Stage Two</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They</p>	<p style="text-align: center;">1 Who were the Romans?</p> 	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should regularly address and sometimes devise historically valid questions</p>	<p>To place events, people and changes of British, local and world history on a timeline, using appropriate dates/chronological conventions eg. BC/AD or BCE/CE.</p> <p>To understand that the past is divided into differently named periods of time and use some dates to explain British, local and world History.</p> <p>To answer and sometimes devise their own historically valid questions.</p> <p>To begin to undertake their own research.</p>	<p>I know that the Romans were from 800BC to 400AD.</p> <p>I know that they occurred at the same time as the Iron Age in Britain, before they came to Britain in OAD.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>What do the children know about the Romans already? What would they like to find out?</p> <p>Children to devise simple questions for themselves to research around the Romans. Teacher to pick best 3. Can the children discover the answers to those questions from the materials available to them?</p> <p>Look at where the Romans fit on a timeline. Explore what else was going on in the world at the time. How do the Romans compare to those other eras?</p> <p>Key Vocab: Romans</p>


<p>should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:</p>		<p>about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>The Roman Empire and its impact on Britain.</p>			
<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<p>2 Why did they invade Britain?</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing</p>	<p>To place events, people and changes of British, local and world history on a timeline, using appropriate dates/chronological conventions eg. BC/AD or BCE/CE.</p>	<p>I know that the Romans had an Empire.</p> <p>I know which countries were part of the Roman</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Show the children where the Romans invaded from. Why do you think they wanted to come to Britain? Explain that they had tried twice before and failed. Why might that have been? Why keep trying? Show on a timeline the dates of previous invasions and this one. Why was Claudius successful?</p>


<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local History study. • A study of an aspect or theme in British History that extends pupils' chronological 		<p>clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our</p>	<p>To put artefacts or information in chronological order, including events and historical figures. To use one or more sources of information (such as maps) to help me answer questions about the past in sentences. To describe how the past can be represented or interpreted in a few different ways and explain why accounts might be different.</p>	<p>Empire i.e., England, Wales, Albania, Switzerland, Germany, Italy etc.</p> <p>I know what Roman armour was like and that it consisted of helmet, spear, shield, plate etc.</p>	<p>Show a map of how large the Roman Empire was already. What minerals and commodities did the Romans want to control? Can the children discover the answer to this themselves? Can the children compare the Roman Empire to ours today? Are there any countries that have transferred hands?</p> <p>Explore Roman armour artefacts/look at picture sources of found Roman armour and other soldier artefacts. Can the children say what each part of the armour might have been for? Compare to drawings/paintings of Roman soldiers. Play https://www.nms.ac.uk/explore-our-collections/games/discover-the-romans/discover-the-romans/dress-a-roman-soldier/ to consolidate.</p> <p>Key Vocab: Empire Roman armour army</p>
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<p>knowledge beyond 1066.</p> <ul style="list-style-type: none"> The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Ancient Greece – a study of Greek life and achievements and their 		<p>knowledge of the past is constructed from a range of sources</p> <p>The Roman Empire and its impact on Britain.</p>			
	<p>3</p> <p>What kind of men could join the Roman army?</p> 	<p>The Roman Empire and its impact on Britain.</p>	<p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p>	<p>I know that the Roman Empire was successful because it had a strong army.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Research the requirements for a man to join the Roman army. Refer back to armour and weapons the soldiers used/carried and explored from the previous lesson.</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</p> <p>Key Vocab</p> <p>Roman army Empire</p>
	<p>4</p> <p>How do we know about life on Hadrian's Wall?</p>	<p>The Roman Empire and its impact on Britain.</p>	<p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p> <p>To describe how the past can be represented or interpreted in a few different ways and</p>	<p>I know that the tablets are important because they demonstrate women's writing and are in a 'postcard' style.</p>	<p>Look at images of the original Vindolanda tablets. Where were they found? Why are they so important? <i>They are the only example of 'postcard' style writing in the UK and also, they are in a woman's hand.</i></p> <p>Split into small groups. Give each group an extract with a translation. Why do they think wrote it? Who was it to? What does it tell us about life then? What other questions do they now have?</p>

<p>influence on the Western world.</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD400; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300. 	<p style="text-align: center;">5 Who was Boudicca and why do we remember her?</p> 	<p>The Roman Empire and its impact on Britain.</p>	<p>explain why accounts might be different.</p>	<p>I know that some tribes welcomed the Romans and some did not.</p> <p>I know that Boudicca rejected the Romans because they killed her husband.</p>	<p>Compare it to Roman numerals and how they are still widely used today.</p> <p>https://www.vindolanda.com/blog/fact-file-writing-tablets</p> <p>Key Vocab</p> <p>Vindolanda Roman tablets</p> <p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Tell the story of Boudicca. Tell the story of her tribe the Iceni, what happened to her husband and how she came to be the Queen of her Tribe. Can they think of any other women who came before/after her who stood up against an army of men? (Elizabeth I and Joan of Arc)</p> <p>After hearing the story, why did Boudicca not trust the Romans? Do they think she was right in not trusting the Romans? What might the Romans have done to her and her tribe?</p> <p>Can the children reorder the story showing chronological understanding?</p> <p>Children to look at the tribe/s that covered our area – the closest were the Cornovii (Staffordshire, Shropshire and Cheshire). Did they support or resist the Romans? Were they led by men or women?</p> <p>Key Vocab</p> <p>Iceni tribe Boudicca Cornovii</p>
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	<p>6 What did Boudicca really look like?</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>To put artefacts or information in chronological order, including events and historical figures.</p> <p>To think critically, weigh evidence, sift arguments and develop perspective and judgement when looking at two versions of the same event.</p> <p>To describe how the past can be represented or interpreted in a few different ways and explain why accounts might be different.</p> <p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p> <p>To write sentences or a paragraph to describe some of the main events, people and changes in the History of Britain and the wider world.</p>	<p>I know that Boudicca was a fierce warrior.</p>	<p>Use this account by Cassio Dio on how Boudicca looked: http://penelope.uchicago.edu/Thayer/e/roman/texts/cassius_dio/62*.html (if you do a 'find' in the document, search Boudicca for the description)</p> <p>Can we believe it? Is it reliable? When did they write it? Why might they have written about Boudicca in this way? When was it written? Can the children draw a picture of Boudicca based on that description?</p> <p>Compare it to six other images of Boudicca. How are they the same or different? Which do they believe to be the most accurate?</p> <p>Potential task: Children to write a convincing, rousing speech as Boudicca to join her troops together. Make sure the writing is History and not English focused.</p>
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	<p style="text-align: center;">7 How did Celtic people live?</p> 	<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should understand how our</p>	<p>To begin to undertake their own research.</p> <p>To give a few reasons for and the results of the main events and changes of a time studied.</p> <p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance.</p> <p>To say a range of similarities/differences between different times in the past in periods covered so far.</p>	<p>I know that a Celtic settlement was like a village and full of round houses with thatched roofs.</p> <p>I know what life was like in a Celtic village and that they did a lot of farming.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Children to play a team draw game around a Celtic settlement to introduce them to the subject.</p> <p>How does the actual image compare to their attempts at drawing? What does the picture tell them about Celtic life?</p> <p>Children to briefly conduct their own research into what life was like in a Celtic village. What jobs did they do? What was life like compared to villages today/stone age villages? Watch this video https://www.bbc.co.uk/bitesize/clips/zcfygk7 if you have time.</p> <p>Key Vocab</p> <p>Celtic settlement</p>
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		<p>knowledge of the past is constructed from a range of sources</p> <p>The Roman Empire and its impact on Britain.</p>			
	<p>8</p> <p>Why was Hadrian's wall built in the North of England?</p> 	<p>The Roman Empire and its impact on Britain.</p>	<p>To begin to undertake their own research.</p> <p>To give a few reasons for and the results of the main events and changes of a time studied.</p> <p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance.</p> <p>To say a range of similarities/differences between different times in the past in periods covered so far</p>	<p>I know that Hadrian's wall separates Scotland and England.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Show an image of Hadrian's Wall. Why did the Romans build the wall? Show an artist's impression of both Birdoswald Roman Fort and Housesteads Roman Fort (see English Heritage website). How do they compare and differ from each other? What would the artist base their evidence on? How would they know where certain buildings are? How do the sites they are on have advantages and disadvantages? i.e. clear views and lack of access to water.</p> <p>How many soldiers could live here? Measure a soldier's room – how could four men have fitted in this room with their equipment? Bunk beds? Why did a village grow up outside the fort?</p> <p>Compare the Roman forts to the Celtic village.</p> <p>Potential Activity: Create a fact sheet for another class on similarities and differences between the Romans and the Celtic tribes.</p>

					<p>Key Vocab</p> <p>Hadrian's Wall Birdoswald Housesteads Roman Fort Celtic</p>
<p>9</p> <p>What did the Romans leave behind in our area?</p>	<p>The Roman Empire and its impact on Britain.</p>	<p>To begin to undertake their own research.</p> <p>To give a few reasons for and the results of the main events and changes of a time studied.</p>	<p>I know we can see evidence of the Romans in our local area.</p> <p>I know how close Watling Street is to our local area.</p>	<p>Remind children about the Roman road Watling Street, explore on a map where it ran and look at where it can still be seen today – skirting the edge of Walsall and Brownhills.</p> <p>Explore the Roman fort at Greensforge which is located on the borders of Kinver and Swindon. What does it tell the children about early Roman settlement in Britain? What questions do the children have about it? Where might they find the answers? Why was the fort dismantled around the time of Boudicca? Children to discover the answers to their questions.</p> <p>Use https://www.roman-britain.co.uk/places/greensforge/ for assistance.</p> <p>Key Vocab</p> <p>Roman Watling Street Walsall Brownhills Greensforge Kinver Kingswinford Swindon Boudicca</p>	
<p>10</p> <p>Were the Romans right to invade Britain?</p> 	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>To present recalled or selected information in a variety of ways using specialist terms.</p> <p>To think critically, weigh evidence, sift arguments and develop perspective and judgement when looking at two versions of the same event.</p> <p>To describe how the past can be</p>	-	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Debate: Children should be set up like a Roman Senate. With the teacher as a consul who has the ruling/deciding vote.</p> <p>Class should be split into two into thinking whether they were right to invade Britain or not. In their groups they are to prepare their arguments for their case beforehand. They are to choose people who will speak, although all can contribute at any time. Teacher to listen to their arguments and decide who was the more convincing.</p>	

		<p>They should understand how our knowledge of the past is constructed from a range of sources</p> <p>The Roman Empire and its impact on Britain.</p>	<p>represented or interpreted in a few different ways and explain why accounts might be different.</p>		
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