



DOWN AMPNEY PRIMARY SCHOOL

Term 4

Unit Overview: LKS2 Roman Britain

Enquiry Question: How did Britain change as part of the Roman Empire?

<p><u>Curriculum Aims:</u> The Roman Empire and its impact on Britain.</p> <p><u>Chronology:</u></p> <ul style="list-style-type: none">❖ Know that history is broken into periods of time and that they fit together to form a narrative.❖ Other periods of history happen concurrently in the world.❖ Sequence events❖ Use a scale to calculate intervals between events❖ Understand duration as a measure of how long something occurred for. <p><u>History Concepts:</u></p> <ul style="list-style-type: none">❖ Describe/make links between main events, situations and changes within and across different periods/societies.❖ Give reasons for situations and changes.❖ Identify historically significant people and events.❖ Understand that different version of the past may exist, giving some reason for this.❖ Extract and interpret information from various types of sources. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none">❖ Pursue a line of enquiry for a given questions with support, begin to create their own enquiries to pursue with support.❖ Ask questions to deepen their own understanding.	<p><u>Key Knowledge Outcomes:</u></p> <ul style="list-style-type: none">○ The role of the empire○ Invasion, conquest and the diverse origins of troops stationed in Britain.○ The differing reaction of the Britons to invasion○ Romanisation of the population.○ Conversion to Christianity○ Roman entertainment○ The goods brought to Britain by the Romans○ Key sites (Hadrian’s Wall, Watling Street, York)○ Sources: Cassius Dio, Tacitus, Vindolanda tablets <p><u>Substantive knowledge: Concepts</u></p> <ul style="list-style-type: none">• Trade• Governance/ Monarchy• Civilisation/ Empire <p><u>Know:</u></p> <ul style="list-style-type: none">○ The Roman period began in around 750BC (according to the myth). They first conquered the rest of mainland Italy and then the territory around them. The spread is an interesting way to understand how geography plays a role in the conquest of territory. The conquest of Greece and Egypt emphasise the growing power of Rome and decline in other civilizations.○ The invasion by Julius Caesar in 55BC was not the first contact the Britons had with Rome. There has been trade before they were incorporated into the empire.○ The indigenous population of Britain was structured into different tribes all of whom were approached by the Romans. Roman conquest was a clever system and did not just revolve around the might of Roman legions. Local chieftains were given the choice of whether they were willing to ‘cooperate; with Rome and rule under their control or face the might of the army.○ The achievements of Ancient Rome are still obvious for people to see around us; ranging from their roads, architectural achievements, hygiene and down to something as simple as waterproof concrete.	<p><u>Key Topic Vocabulary</u> Empire, emperor, invasion, conquest, legionary, legion, revolt, rebellion, Celts, Caledonia,</p>
	<p><u>Key People</u></p> <p>Caesar Boudica Cartimandua</p>	<p><u>Extended writing opportunities</u></p> <p>Biography of a key person from this time period.</p>



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	<ul style="list-style-type: none"> ○ The legacy of Romans can still be seen across their empire in the remains of monuments such as the Roman Baths, sections of wall, sewers, roads, place names. The legacy of Rome is important to give further context as to why this aspect of history is worthy of study. ○ Roman expansion in Britain stopped around the border with Scotland. Hadrian's Wall came to mark the border between the empire and the Picts in Scotland. The Romans attempted to expand further by building Antonine wall which was situated further North. It was abandoned shortly afterward when the legions withdrew. Later in the period, Britain came under attack from the Picts, Saxons and Angles. <p><u>Disciplinary Knowledge : Continuity and Change</u></p> <ul style="list-style-type: none"> ❖ Identify the narrative of British history and begin to make links between British and world history. ❖ Scale a timeline to understand intervals between events and duration of events. ❖ Begin to understand how decisions and events have consequences (positive and negative). ❖ Extract information from various types of sources. ❖ Identify the legacy of Roman Britain and how it impacted lives in Britain. ❖ Understand the varied role the wall played in military, social and economical contexts. 		
<p><u>Learning Journey Questions</u></p> <p>How did the Romans invade and take control of Britain?</p> <p>How did the Romans change the lives of people in Britain?</p> <p>What was the legacy of Romans in Britain?</p>	<p><u>Prior learning:</u></p> <p>LKS2 (some children) – The Roman Empire</p>	<p><u>Future learning</u></p> <p>LKS2- Roman Cirencester, A local study.</p>	



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	<u>British Values</u> <ul style="list-style-type: none">• Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.• Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.• Democracy: Exploring the different forms of governance between the Anglo Saxons and Romans / Neolithic period / iron Age period.
<u>Reading opportunities</u> Escape from Pompeii Ruthless Romans	<u>Christian Values</u> <ul style="list-style-type: none">• Courage: Children will understand that migration and the leaving of one's homeland takes courage and will make comparisons to modern-day migration.• Respect: Children will understand that ancient cultures and peoples have shaped the way we live today..• Trust: Children will have a sense of enjoyment and fascination when learning about their ancestors and feel a connection with those who shaped our country.