

Year 3: Roman Invasion		Summer Term
Was Hadrian's Wall the only thing that the Romans left behind?		
Enrichment: Visit to The Roman Army Museum and Vindolanda		
Presentation by active Archaeologist at the site		
Prior Learning: Changes within living memory; Great Fire of London; Grace Darling; Castles, Knights and Dragons; Florence Nightingale; Stone Age to Bronze Age		
Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p>Chronology:</p> <ul style="list-style-type: none"> To make appropriate use of dates and chronological conventions such as BC, AD, century and decade To create time lines To realise that the past can be divided into different periods of time To recognise some of the similarities and differences between periods Use terms related to the period and begin to date events Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade 	<p>When did the Romans Rule?</p> <p>Plot the period of Roman rule in Britain on a timeline. Compare to the length of period of the stone age. Briefly talk about what is between stone age and Roman Invasion.</p> <p>Plot a series of significant invasion events within Roman rule in Britain on a separate time line.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Know where the Romans in Britain fits onto a timeline and the period of time it represents and in comparison to the Stone Age Know that it overlaps the Iron Age <p>Vocabulary: Chronology; timeline; period; BC; AD; Roman Empire; civilisation; Iron Age; rule, occupation; invasion</p>
<p>Sources:</p> <ul style="list-style-type: none"> To identify and give reasons for different ways in which the past is represented To look at different representations of the period (e.g. museums, films, Horrible Histories) To question pictures as an interpretation of the past To use sources of information in ways which go beyond simple observations to ask and answer questions about the 	<p>How do we know the Romans were here in the North East?</p> <p>To look at source evidence from local areas such as Vindolanda and interpret what these tell us about Roman life.</p> <p>What was life like in Roman Britain and how do we know?</p> <p>To look at other sources and finds from around the country and discuss if they are a source or an interpretation.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Know how, where, why and when Hadrian's wall was built Know that Vindolanda was built before Hadrian's wall and that it was used as a base when building the wall Recall some of the artefacts recovered from Vindolanda and what these tell us about the site and how people lived Recall other major sites of Roman finds such as Roman Baths, Housesteads fort etc.

<p>past, and to build a picture of a past event.</p>		<p><u>Vocabulary:</u> Source; interpretation; fort; archaeologist; Hadrian's wall; mile castle; barracks; tabula</p>
<p><u>Society:</u></p> <ul style="list-style-type: none"> • To use sources of information in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event. • To show knowledge and understanding of some of the main events, people and changes studied • To place problems in order of importance 	<p>How were the Romans changing Britain? To look at how the Romans were changing the landscape and society e.g. through building cities, ports, roads, walls, bridges, camps etc. and how they were encouraging more trade through the updated road networks.</p> <p>Were the Romans welcomed by the British? To look at who Boudicca was and why she revolted against the Romans.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Know and recall some of the evidence that still remains of the Romans today e.g. major towns and cities, straight roads, sanitation and sewerage systems etc. • Know the effect the Romans had on the societies and communities around Britain – through trade, markets, currency, food and drink, culture, religion etc. that they introduced. • Know the reasons why Boudicca launched her attack on the Romans and the results • Discuss reasons why some people did not welcome the Romans <p><u>Vocabulary:</u> Forum; road construction; trading links; trade; Cartography; sewers; estates; urban; rural; Boudicca; Celts</p>
<p><u>Changes:</u></p> <ul style="list-style-type: none"> • To show knowledge and understanding of some of the main events, people and changes studied • To identify issues and problems facing a historical character or period 	<p>How did life change from the Iron Age to the Romans? To compare and contrast features of an Iron Age settlement to a Roman settlement.</p> <p>Why did the Romans leave Britain? To look at some of the reasons why the Romans left Britain.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Recall which were the most significant changes e.g. emergence of towns and villas in the countryside compared to scattered settlements and farms. • To explain how sophisticated Roman building was in comparison to the Celts e.g. Celtic housing very basic and made

<ul style="list-style-type: none"> • To describe and make links between the main events, situations and changes within and across the different periods studied • To sequence events or artefacts 		<p>out of wood, straw and mud in comparison to the palaces built by the Romans.</p> <ul style="list-style-type: none"> • Know the different roles in society from the Celts to the Romans • To understand that not all Romans lived a life of luxury and that the poor lived very differently. • Give a simple reason why the Romans left Britain and the impact on the people left behind
<p><u>Legacy:</u></p> <ul style="list-style-type: none"> • To communicate knowledge and understanding in a variety of ways, e.g. discussions, pictures, writing, annotations, drama. • To use sources of information in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event. • To demonstrate understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. 	<p>How have the Romans influenced our lives? To look at what Romans introduced that we still have in place today.</p>	<p><u>Vocabulary:</u> Iron age; Celts; farming; tribal; road building, transport links; sewers; town planning; bath houses; dissolution; fall; barbarians</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Know, list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money, Christianity, mosaics etc. • Justify significance of such legacies • Explain that the Romans must have been ahead of their time for ideas to have lasted 2,000 years. • Can remember and recall places where evidence of the Romans remains
<p><u>The following skills will be covered throughout the unit:</u></p> <ul style="list-style-type: none"> •To use tables to record ideas in categories •To develop listening and note-taking skills 		

- To communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations, drama)
- To use sources of information in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event

Thinking deeper:

What might Britain look like today if the Romans had never invaded?

Links to other subjects:

- Subject Specific links: English – non-chronological reports and explanation texts; geography – mapping the rise and expansion of the Roman Empire across the world and areas of settlement within the UK and why; RE – discussing Roman Gods and how Christianity was originally banned but then allowed by the Romans
- Personal Development – Regional profile heavily influenced by Roman legacy.
- SMSC – Discussing the impacts of the Roman invasion. Was it a good outcome for this country?
- Cultural Capital – Roman art and architectural influences continue to this day.
- Careers – Archaeologist, Historian, Museum Learning Team Member
- British Values – Shared norms and values, belonging, first welfare systems introduced by Romans to feed the poor
- Equality – Slavery in full force at this time.