

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Clougha Class
Spring 1
Year A

N.C. LINKS:

Pupils should be taught:
The Roman Empire and its impact upon Britain.

Etymology: late 14c., *armee*, "armed expedition," from Old French *armée* "armed troop, armed expedition" (14c.), from Medieval Latin *armata* "armed force," from Latin *armata*

Vocabulary:



British Museum: Roman Soldiers: Discover the World of the ancient Roman army by Tegen Evans

Subject
Specific

Chronological
Understanding

Knowledge
and
Interpretation

Historical
Enquiry

Key Concept: CIVILIZATIONS

Ribchester, The Roman Army and the Roads

Key Questions: Who were the Romans? How was the Roman Army so successful?

Unit Overview:

Why did the Romans settle in Ribchester? How did the Roman Army work? What do the artefacts and ruins there tell us about life as a Roman?

Romans,
Roman army,
Celts, citizen,
conquest,
invade,
invader,
emperor,
Emperor
Claudius, Julius

BCE, Before
Common Era,
CE Common
Era, AD, Anno
Dominates,
order,
timeline,
ancient

Influence,
important
figures,
influence,
artefacts,
legacy, effects

Archaeologists,
understand,
past, sources,
period,
research, first
hand evidence,
historian,
second hand
evidence,

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<p>Chronological Context:</p> <p>Ancient Rome – 800 BC – AD 476</p> <p>Iron Age – 800 BC – AD 43</p> <p>Roman Invasion of Britain (Julius Caesar) – 55 BC and 54 BC</p> <p>Emperor Claudius conquers Britain – AD 43</p>	<p>Caesar, legion, legionary, Roman Empire, cavalry, Hadrian’s Wall, Ribchester, road, town, bath house, villa, worship, God, artefacts, weapons, armour, shield.</p>			<p>similarities, differences, century</p>
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • Children will learn who the Romans were and where they came from including why they settled here. • Understand how the Romans lived in Roman Britain. • Find out about Roman soldiers and how the Roman Army worked. • To know how the Romans have influenced our lived today. • Explore different artefacts, weapons and armour to give insight into how the Romans lived. 	<p>Building on Prior learning KS1:</p> <ul style="list-style-type: none"> • Start of new theme CIVILISATIONS. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Children will learn where the location of Egypt is in the world and about the River Nile. • They will learn about the importance of the Nile and how it helped Egyptian agriculture. • Find out about the different types of farming during different seasons. 		

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| | | <ul style="list-style-type: none">• How the flooding of the Nile helped develop Egyptian agriculture . |
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Key Skills (Disciplinary)

Chronology

- Use some dates and historical terms when ordering events and objects.
- Explore trends and changes over time.
- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, people and changes

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

Interpretation, Enquiry and Using Sources

- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise how sources of evidence are used to make historical claims.
- Identify historically significant people and events in different situations

Communication

- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

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Sequence of Lessons:

1. LO – To understand where the Romans came from and why they settled in Britain.
2. LO – To explore what life was like in Roman Britain.
3. LO – To research key facts about the Romans.
4. LO – To understand how and why Romans built new roads and towns.
5. LO – To describe how the Roman Army worked.
6. LO – To use artefacts to give insight into how the Romans lived.

Enhancements: Ribchester Roman Museum

End of Unit Outcome: Write a non-chronological report on the Romans. Include information about how they lived, the Roman Army and how they have influenced our lives today.

Oral Assessment:

Who were the Romans?

How was the Roman Army so successful?

Where did the Romans come from and why did they settle in Britain?

What was life like in Roman Britain?

How and why did the Romans build new roads and towns?

How did the Roman Army work?

What do artefacts tell us about how the Romans lived?