


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

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| <p>Clougha Class Spring 2 Year A</p> | | <p>N.C. LINKS: Pupils should be taught about: The Roman Empire and its impact upon Britain. (British resistance)</p> | | | |
| <p>Etymology – Empire - mid-14c., "territory subject to an emperor's rule;"</p> | | <p>Vocabulary:</p> | | | |
|  <p>Boudicca by Paul Harrison</p> | | <p>Subject Specific</p> | <p>Chronological Understanding</p> | <p>Knowledge and Interpretation</p> | <p>Historical Enquiry</p> |
| <p>Key Concept: MONARCHY <u>Roman Empire, British Resistance and Boudicca</u></p> <p>Key Questions: Why did the Romans invade Britain? How did Boudicca rebel against the Romans?</p> | | <p>Roman Empire, invasion, Britain, Rome, worship, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, tablet, Boudicca, Iceni tribe, resistance,</p> | <p>BCE, Before Common Era, CE Common Era, AD, Anno Dominates, order, ancient chronological order, timeline,</p> | <p>Influence, important figures, influence, artefacts, legacy, effects archaeologist,</p> | <p>Archaeologists, understand, past, sources, period, research, first hand evidence, historian, second hand evidence, similarities,</p> |
| <p>Unit Overview: The Romans invaded and settled in England. England was divided and ruled by tribal leaders. Boudicca's story.</p> | | | | | |
| <p>Chronological Context:</p> | | | | | |

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| <p>Ancient Rome – 800 BC – AD 476</p> <p>Iron Age – 800 BC – AD 43</p> <p>Ancient Greece – 776 – 146 BC</p> <p>Roman Invasion of Britain (Julius Caesar) – 55 BC and 54 BC</p> <p>Emperor Claudius conquers Britain – AD 43</p> <p>AD 61 - Iceni revolt led by Boudicca</p> | <p>cavalry, Celts, centurion, gladiator, legion, monarchy, invasion, rebellion, Gods, bathhouse, citizen, empire, assassination, Latin, slave, toga.</p> | | | <p>differences, century</p> |
| <p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • Children will learn about the Roman Empire and when they invaded and settled in Britain. • The Roman Invasion of Britain and Julius Caesar as a leader. • They will find out about the different tribal leaders which led England. • The story of Boudicca and her rebellion against the Romans. | <p>Building on Prior learning KS1:</p> <p>Explain Queen Elizabeth’s life and achievements</p> <p>Order events in history linked to her life and achievements and understand how these fit into the chronology of history and the Royal Family.</p> <p>Understand the significant of her achievements.</p> | <p>Building on Prior learning:</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. | | |

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- Explore different artefacts, weapons and armour to give insight into how the Romans lived.

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.

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- Use relevant and appropriate historical terms and vocabulary linked to chronology.

Sequence of Lessons:

1. LO – To understand how the Roman Empire first began.
2. LO – To identify reasons why the Romans invaded Britain.
3. LO – To learn about The Roman Invasion of Britain.
4. LO – To know about important historical tribal leaders that ruled England.
5. LO – To understand why Boudicca led a rebellion against the Romans.
6. To write a biography on Queen Boudicca.

Enhancements: Ribchester Roman Museum

End of Unit Outcome: Annotate pictures and orally describe who she was and about her significance.

Oral Assessment:

Why did the Romans invade Britain?

How did Boudicca rebel against the Romans?

How did the Roman Empire first begin?

Why did the Romans invade Britain?

Who were the important historical tribal leaders that ruled England?

How and why did Boudicca lead a rebellion against the Romans?