

PENTECOST TERM 2

HISTORY – Year 3 - Medium Term Planning – ROMAN BRITAIN

LESSON 1	LESSON 2	LESSON 3
<p>Chronological Understanding Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that events are ordered and sequenced. (Y2 recap)</p> <p>To know that there were many causes and consequences of the Roman invasion of Britain.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Begin to use dates and historical terms to describe events, including BC /AD. • Identify causes and consequences of some significant historical events. <p>Aim: Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Chronological Understanding Historical Enquiry</p> <p>LEARNING INTENTION: To know that Julius Caesar was one of the best known emperors who attempted to invade Britain.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Place significant events, artefacts and historical figures on a timeline and link with previous learning. • Begin to use research skills to find out about a time period studied. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Chronological Understanding Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that Hadrian's Wall was built to secure the Roman empire's border.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Place significant events, artefacts and historical figures on a timeline and link with previous learning. • Provide reasons why certain significant events happened in history. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>

Key Vocabulary: Britannia, Roman Empire , century, conquer , dictator, emperor , empire, invasion , Romanise	Key Vocabulary: Britannia, century, conquer, dictator , emperor , empire , invasion , Romanise	Key Vocabulary: Britannia, conquer, dictator, emperor , empire , invasion , Romanise, Caledonia , Celtic , fortress , rebellion
Recap & retrieval <ul style="list-style-type: none"> Recap of timeline from previous learning in Y1 -Y3 – time periods. 	Recap & retrieval <ul style="list-style-type: none"> The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. 	Recap & retrieval <ul style="list-style-type: none"> The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. Julius Caesar extended the empire by invading other lands.
Key Knowledge: Child: <ul style="list-style-type: none"> To know that the Britain was successfully invaded in 43 AD by Emperor Claudius. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. Teacher: <ul style="list-style-type: none"> The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. 	Key Knowledge: Child: <ul style="list-style-type: none"> Julius Caesar was one of the best-known Roman Emperors. Julius Caesar extended the empire by invading other lands. He was the first Roman Emperor to invade Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful. Teacher: <ul style="list-style-type: none"> Julius Caesar began his rise to power in 60 BC. He initiated extensive reforms in Roman society and government. His many successful military campaigns gained him broad support and popularity among the common people. Caesar also won the undying loyalty of his soldiers, who supplied him with the necessary muscle to seize power. Roman citizenship was given to all who lived within the Empire. 	Key Knowledge: Child: <ul style="list-style-type: none"> Hadrian was the Emperor of Rome when he ordered for a wall to be built to secure the Empire's border. Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England and was built from earth, turf and stone. Forts, milecastles and turrets helped soldiers protect the border Teacher: <ul style="list-style-type: none"> After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule.

	<ul style="list-style-type: none"> • He protected marriage and the institution of the family with new laws. 	<ul style="list-style-type: none"> • These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. • The wall was the largest and most impressive structure in the Roman Empire. • It was 73 miles long and stretched from coast to coast. • The wall took at least six years to complete.
Diversity Links: <u>Know some of the key leaders of the Roman Empire.</u> Emperor Septimius Severus was the first African-born Roman Emperor and ruled the Empire from York. Use as an example of the Roman emperors with close links to Britain.	Diversity Links:	Diversity Links: Aurelian Moors Roman soldiers who guarded a fort in Cumbria

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LESSON 4	LESSON 5	LESSON 6
<p>Knowledge and Interpretation of History Historical Enquiry</p> <p>LEARNING INTENTION: To know that the boost in trade in Roman Britain led to the enslavement of certain members of society.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Begin to describe social, cultural or religious beliefs of societies in the past. • Use at least one source of evidence to provide a more detailed answer about the past. <p>Aim: Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p>	<p>Chronological Understanding Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that Boudicca led the revolt against the occupying forces of the Roman Empire.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Place significant events, artefacts and historical figures on a timeline and link with previous learning. • Make reference to different ways the past has been represented. <p>Aim: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Chronological Understanding Historical Enquiry</p> <p>LEARNING INTENTION: To know that Romans left a legacy on life in Britain.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Begin to understand the concept of change overtime. • Begin to use research skills to find out about a time period studied. <p>Aim: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p>Key Vocabulary: Britannia, conquer, dictator, emperor, empire, invasion, Romanise, hierarchy, slave, trade, slavery, enslavement, society</p>	<p>Key Vocabulary: Britannia, Boudicca, century, conquer, dictator, emperor, empire, invasion, Romanise, Celtic, Iceni tribe, rebellion,</p>	<p>Key Vocabulary: Britannia, century, conquer, dictator, emperor, empire, invasion, Romanise, impact, trade, religion, culture, society</p>

<p>Recap & retrieval</p> <ul style="list-style-type: none"> • The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. • Julius Caesar extended the empire by invading other lands. • Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> • The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. • Julius Caesar extended the empire by invading other lands. • Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. • Following the Roman conquest of Britain, slavery was expanded and industrialised. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> • The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. • Julius Caesar extended the empire by invading other lands. • Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. • Following the Roman conquest of Britain, slavery was expanded and industrialised. • Boudicca rebelled because Emperor Nero tried to take the land of the Iceni tribe, charged unfair taxes and attacked her family in AD 60 or 61.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • After the invasion, trade boomed in Britannia. • Following the Roman conquest of Britain, slavery was expanded and industrialised. <p>Teacher:</p> <ul style="list-style-type: none"> • It was easy to move goods across the Roman Empire by road and sea, so people in Britannia exported metal, pottery, wool and slaves to other parts of the Roman Empire. • They also imported olive oil, wine and glass from the Mediterranean. • The Romans used gold, silver and bronze coins as payment and they weighed and measured goods carefully to make sure that everybody was paid a fair price. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Boudicca was the warrior queen of the Celtic Iceni tribe who rebelled against the Roman Empire. • Boudicca rebelled because Emperor Nero tried to take the land of the Iceni tribe, charged unfair taxes and attacked her family in AD 60 or 61. <p>Teacher:</p> <ul style="list-style-type: none"> • A rebellion is an act of resistance against government or authority. • These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. • Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. <p>Teacher:</p> <ul style="list-style-type: none"> • Many people who lived near new Romans towns and forts became Romanised. • They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. • Merchants used Roman money and traded with others across the Empire. • Wealthier Britons began to learn Latin and use written communication and many people

<ul style="list-style-type: none"> • In the countries the Romans conquered, there were many different classes of society. • There were rulers, the upper classes, the middle classes, the workers and those who did not even have a home and lived rough. • As the Romans moved through a country, they collected people who did not have any social standing and passed them over to a slave trader. • Most slaves in Roman times were male and light skinned. • Males were chosen since they had to do most back breaking work for long hours every day of their working lives. • Female slaves were kept more to do work in the kitchens of large estates. <p>https://www.romanobritain.org/2-arل_life/arل_slavery.php. https://www.historylearningsite.co.uk/ancient-rome/ancient-rome-and-trade/?utm_content=cmp-true.</p>		<p>benefited from Roman engineering and technology.</p>
<p>Diversity Links: Ivory Bangle Lady Roman Africans in York. For Romans, skin colour didn't determine your place in society.</p>	<p>Diversity Links:</p>	<p>Diversity Links:</p>
<p>Assessment Cumulative quiz. Retrieval practice.</p>		