

History

Roman Britain Year 4

Remember when

- Stone Age life
- Ancient Maya
- Mayan God and goddesses
- Europe map

Sticky knowledge:

- Romans valued entertainment and the most popular was gladiator fights.
- The hierarchy of Roman society was emperor at the top and slaves at the bottom
- The Romans invaded Britain in 43AD to 410AD. Julius Caesar attempted invasion in 55 BC and failed but Claudius succeeded in 43AD
- Boudicca was one of the main leaders of the British resistance. Boudicca was a Celt.
- Roman soldiers were well trained and were paid.
- The Romans introduced the idea of living in big towns and cities. They were laid out in a grid design and in the middle was a marketplace called the Forum where people came to trade.
- The Romans brought Christianity to Britain.
- The Romans left Britain because Rome was under attack.
- Romans brought sanitation, roads and towns to Britain.

Key vocabulary

Emperor	Gladiators
Invasion	Celt
Rebellion	Soldier
Revolt	Barbarian
Between	Centurion
Following	Boudica
Chronology	Plebeians
Period	Villas
Century	Baths
Christianity	Mosaics
Vesuvius	Forum
Julia Caesar	Pompeii
Legionary	Mythology
Tribes	
Empire	
Slave	
Senate	
Testudo	

National curriculum

To study the Roman Empire and its impact on Britain

Geographical links

- Locate Italy on a world map
- Locate the Roman invasion over Europe
- Locate the Roman invasion of England

Timeline specification

To be used to demonstrate understanding and as a research starter

- Period of history
- Passing of time
- Plot own significant dates
- Key words to be used as start of research
- To include factual information from research

Enquiry questions

- Who/what was the most significant ...?
- What can we learn from this ...?
- How was our town affected by ...?
- When was the Roman empire the most and least popular?

Sources of information

- | | |
|---------------|------------------|
| visit | maps |
| visitors | oral testimonies |
| artefacts | diaries |
| museums | autobiography |
| photographs | songs |
| documentation | tools |
| real life | speeches |
| accounts | paintings |
| newspapers | clothing |
| letters | |

Title/ focus

Lesson outline

Lesson 1

LO: To know when the Romans invaded Britain.

Sticky Knowledge:

The Romans invaded Britain in 43AD to 410AD. Julius Caesar attempted invasion in 55 BC and failed but Claudius succeeded in 43AD.

Where is Italy in comparison to UK?

Identify Roman empire and how it grew leading to the route taken to invade Britain.

LA Show the growth of the empire in sequence of maps

GD Show the growth of the empire in sequence of map. Why do you think they invaded the UK? Explain.

Timeline of where Romans fit into British/world history and timeline of main Roman invasions- Review meaning of BC and AD.

Practical activity. Timeline on floor/hall. Plot where children think we are now and significant times that have been covered in previous years. Discuss reasons why they have plotted there.

Identify actual timeline. What have they noticed? Display in room will reinforce this to be added to during the topic.

YOU TUBE VIDEO JULIUS CASEAR

LA Colour the growth of the empire in sequence of 4 maps. Order given with dates

ARE Colour the growth of the empire. Dates given and reorder independently.

GD Show the growth of the empire in sequence of maps. No dates and order independently.

Why do they think the Romans invaded so many countries?

<p>Lesson 2</p>	<p>LO: To know how the Celts reacted to the Roman invasion.</p> <p>Sticky Knowledge: Boudicca was one of the main leaders of the British resistance. Boudicca was a Celt.</p>	<p>What was life like in Britain before the Romans? Relate to past knowledge of iron age in Year 3- Group work discussion</p> <p>Who were the Celts? Introduce Boudicca and tribes. Look up the tribe that lived in East Yorkshire and surrounding areas- what did they do? How did they defend against Romans and react? Did people welcome or resist the Romans and how do we know?</p> <p>https://www.youtube.com/watch?v=eC7ONgTJGKw https://www.dailymotion.com/video/x2nhi4w https://www.bbc.co.uk/cbbc/games/horrible-histories-romans-vs-celts</p> <p>Recount of invasion of Britain LA Sequence pictures with a simple sentence. Cloze procedure with key vocabulary. Add own sentences if needed. ARE - Sequence invasion with dates and explanations. GD Sequence invasion with dates and explanations. Include own opinion on events.</p> <p>Extension - Research Cartinmandua Queen of the Brigantes</p>
<p>Lesson 3</p>	<p>LO: To understand what life was like as a Roman soldier.</p> <p>Sticky Knowledge: Roman soldiers were well trained and were paid.</p>	<p>Enquiry Question- Why was the Roman army so successful?</p> <p>What was life like as a soldier? What was a typical day?</p> <p>Roman soldier visitor https://www.hullmuseums.co.uk/homepage/196/the-romans</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</p>
<p>Lesson 4</p>	<p>LO: To understand what life was like in Ancient Rome.</p> <p>Sticky Knowledge: Romans valued entertainment and the most popular was gladiator fights.</p> <p>The hierarchy of Roman society was emperor at the top and slaves at the bottom.</p>	<p>Introduce what life was like in Rome. Emphasize that Roman Britain does not look exactly like this but has some elements. What was life like? Children watch videos and discuss what it was like. In their opinion, did Roma seem to be a good place to live? Recap on what life was like before the Romans to compare.</p> <p>This will be followed by the museum visit focusing upon Roman Britain. https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg Hierarchy chart</p> <p>Roles from slaves up to Emperor Discuss what each role/job entailed. Slaves, gladiator, soldier, senator Emperor etc Discuss as a class hierarchy chart and lead onto who do they think should be at the top of the pyramid? Why? LA order the hierarchy on a template of a chart and label. Sentence – A slave is _____, A gladiator is _____ etc ARE- Order on a chart. Description of each role. Example of what each role involves. GD Order on a chart Description of each role and reasons why they are in that hierarchy. Extension- Own opinion of hierarchy- what would they change? Why?</p> <p>Grand jeux Romains video Colosseum VR –explore the Colosseum through virtual reality</p>
<p>Lesson 5</p>	<p>LO: To know what life was like in Roman Britain.</p> <p>Sticky knowledge: The Romans</p>	<p>Enquiry Question- What was it like living in Roman Britain?</p> <p>https://www.bbc.co.uk/bitesize/topics/zqtf34i/articles/ztqg4wx https://www.youtube.com/watch?v=D-VmbxpEFAA http://www.primaryhomeworkhelp.co.uk/romans/town</p>

	<p>introduced the idea of living in big towns and cities. They were laid out in a grid design and in the middle was a marketplace called the Forum where people came to trade.</p>	<p>From looking at photographs, topic books and internet. What characteristics do all the Roman towns have? Villa, baths, mosaics, forum (marketplace), shops. Refer to Escape from Pompeii book that describes features of a Roman town.</p> <p>What do we want to find out during the visit? Discuss as a class and children to decide what information.</p> <p>Visit to Hull and East Riding Museum- look at towns/ cities and their parts before you go. At the museum focus on the houses, mosaics, Forum etc https://www.hullmuseums.co.uk/homepage/196/the-romans</p> <p>During trip, children to make notes to answer the questions.</p> <p>Use this in follow up discussion after the visit. Was the hierarchy the same in Roman Britain as it was in Rome? Were the towns and lifestyle the same? Why? Why not? Did this apply to all of Britain?</p>
Lesson 6	<p>LO: To know about Roman religion.</p> <p>Sticky Knowledge: The Romans brought Christianity to Britain</p>	<p>Roman's belief in many Gods (prior knowledge about Greek Gods Y3). Identify Gods and facts. Research in groups. Relate to planets and Greek mythology</p> <p>Mixed ability groupings Move to Christianity. Similarities and differences from Roman Christianity and now.</p> <p>https://www.bbc.co.uk/history/ancient/romans/roman_religion_gallery_09.shtml https://www.youtube.com/watch?v=m2MziMNuetQ</p>
Lesson 7	<p>LO: To know why the Romans left Britain.</p> <p>Sticky Knowledge: The Romans left Britain because Rome was under attack.</p>	<p>Enquiry Question- Why did the Romans leave Britain? Brainstorm possible reasons. Discuss how we can find out? Introduce use of finding out about the past in different ways. Use of different resources – photos, artefacts, factual sheets for children to interpret and answer the main question.</p> <p>What is the difference between fact and opinion? After looking at resources. Which of the resources given will inform us about the reasons why the Romans left Britain and which resource is interpretation? https://www.bbc.co.uk/bitesize/topics/zqtf34j https://www.youtube.com/watch?v=Qyv5jE8DBaA All do opinion first.</p> <p>LA – List the reasons why Romans left. ARE – Explain the reasons why the Romans left. GD – Reasons why the Romans left. Own opinions why they left.</p>
Lesson 8	<p>LO: To know how the Romans have influenced Britain today.</p> <p>Sticky Knowledge: Romans brought sanitation, roads and towns to Britain</p>	<p>Recap on the museum visit and what already know about a Roman town. What did the Romans bring to Britain? https://www.bbc.co.uk/bitesize/topics Food, currency and different religion. Research inventions. Research in pairs /mixed ability and share as a class. Each group/pair to report back to the class.</p> <p>Create a Roman fact file for religion, buildings currency, roads, food, baths and sewers. Research facts using photos, artefacts, books, fact sheets (differentiated), internet, purple mash. https://kids.kiddle.co/Roman_Britain https://www.youtube.com/watch?v=SajyHgJT3E Paired work. Research and report back to the class.</p> <p>Extension (discussion) – Do you think the Romans improved Britain? Explain.</p>
Lesson 9	<p>LO: To know how the Romans have</p>	<p>Role play day. Summary all that has been learnt about Romans and the roles of Romans.</p>

	influenced Britain today. Sticky Knowledge: Romans brought sanitation, roads and towns to Britain		
Working towards	End of unit assessment Working at Age related expectations		Working at a greater depth