

Inskip St Peter's C.E. Primary School Knowledge Organiser

Subject: History		Years: 3 & 4		Area: The Romans	
What should I already know?		What skills will I learn?		Vocabulary	
<ul style="list-style-type: none"> - I should have some understanding of where events fit into a chronological timeline in History - I should be able to use some historical vocabulary - I can identify key features of events and understand why they are important - I am aware of how we identify historical knowledge - I can ask and answer key questions about history. <p>The Romans</p> <ul style="list-style-type: none"> - I may know some Roman stories from mythology - I may know some facts about Roman life from literature and media that I have seen 	<ul style="list-style-type: none"> - An in depth understanding of the chronology of the Roman period - What life was like for Ancient Romans - An understanding of the power and expansion of the Roman Empire - An understanding of how the Romans impacted life in Britain - Understanding the factors in the fall of the Roman empire - How to interpret key information from primary and secondary sources - Ask and answer questions about change, cause, similarity and difference, and significance - (English) Roman Myths and Legends - (Maths) Roman Numerals 	<p>empire/ emperor</p>	A collection of countries or states ruled by a singular body and the ruler that leads them.		
		<p>legion/ Legionnaire</p>	A group of 25 soldiers in the Roman army and the Roman name for each soldier		
		<p>Expansion/ invasion</p>	Making the empire larger, sometimes through means of war through invasion		
		<p>plebeian/ patrician</p>	the names of working class and upper-class Roman citizens		
		<p>Celts and Britons</p>	The names of the people who lived in Britain when the Romans arrived – the Iceni tribe in particular with Boudicca and the Celts of Scotland inciting the construction of Hadrian's wall.		
Resources					
<p>ICT Support – Laptops/ I pads for research – use of swiggle.org Literature – Children have a wide range of literature available in the classroom for further reading, as well as sources provided in lesson Artefacts – Children will have access to images, accounts and real artefacts where possible to bring this topic context</p>					
By the end of KS2					
<p>Pupils will have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and know the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>					