

# Medium Term Plan for History

## Y4 – Ancient Rome

Autumn 2

**Class Text:** Empire's End - A Roman Story by Leila Rasheed (part of the VOICES series that celebrates the lives of BAME protagonists during key eras of British history), Queen of Darkness by Tony Bradman, The Romans: Gods, Emperors and Dormice by Marcia Williams

**Useful websites for sources:** <https://www.vindolanda.com/Roman-Army-Museum>, <https://www.britishmuseum.org/>

**Historical enquiry:** How was Britain influenced by the Roman Empire? Was Boudicca a hero or a villain?

### Historic Concepts:

### Vocabulary

#### EYFS + KS1

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence.

#### KS2

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence
- ✓ Settlement
- ✓ Migration

**Tier 1:** Italy, Britain, Scotland, army, battle, queen, central heating, plumbing

**Tier 2:** empire, gladiator, government, emperor, Mediterranean, radical, rebel, rebellion, settlement, tribe

**Tier 3:** amphitheatre, aqueduct, Colosseum, consul, Circus Maximus, gaul, hypocaust, Iceni tribe

### Previous Skills

Use more than one source and interpretation to develop a robust understanding of a topic. Begin to question historical sources and interpretations.

### Previous Knowledge

The Stone Age and Ancient Egypt were before Jesus was born or the Common Era. That the Stone Age (8,000 BCE to 43 CE) and Ancient Egypt (3500 BCE to 30 CE) are concurrent events.

### Previous Understanding

Archaeological discoveries **continue** to shape our understanding and knowledge of the past as science develops further.

Be able to compare achievements of a period to those of a similar time. I can use both BC and AD on a timeline.	That there are 52 countries in Europe. The significant physical and human features and cities of Italy.	Begin to understand that interpretations are not only based on sources but also on the knowledge at the time
--	--	--

<b><u>Cross-curricular links</u></b>	English: Boudicca's biography. Reading Skills: Read non-fiction texts on Roman soldiers, Roman Empire, Boudicca and her rebellion.
--------------------------------------	---

	<b><u>Concepts</u></b>	<b><u>Learning Objective</u></b>	<b><u>Lesson Outcome</u></b>	<b><u>ARE Success Criteria</u></b>	<b><u>GD Success Criteria</u></b>	<b><u>SEND Success Criteria</u></b>
<b>Lesson 1</b>	Interpretation and Diversity Cause and Consequence Settlement Migration	To use sources to deduce. To identify reasons for a significant event.	Look at artefacts, sources related to Roman soldiers and Celtic warriors without disclosing who they belong to (e.g. soldier A, soldier B.) Children will consider which group will be more victorious in a battle and why. Establish that the Romans invaded Britain and identify the reasons for an invasion.	I can explain my reasoning. Be able to explain why the Romans left their homelands to come to Britain.	I can consider if all the Romans had the same reason for coming to Britain e.g. traders, military, pilgrimages to Bath etc	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 2</b>	Chronology Significance Duration	To create a closed timeline.	Children to select what they think should be included in a closed timeline of the Roman period in Britain.	I can look at a range of sources and interpretations and select the significant events.	I can justify my reasons for including events in my timeline.	See IEP/ My Plan/Birmingham Toolkit

				<p>I can explain the difference between a source and an interpretation.</p> <p>I can create a closed timeline.</p> <p>I can make links with prior learning e.g. the Stone Age.</p>		
<b>Lesson 3</b>	Significance Interpretation and Diversity	Use a range of sources and interpretations to find out about a period.	Ch. to explore what life was like under Roman rule. They will work in groups to research a specific area and present their findings to the class.	<p>I can use a range of sources and interpretations to find out about life under Roman rule.</p> <p>I can present my information to my classmates.</p>	<p>I can suggest which is most reliable – sources or interpretations.</p>	<p>See IEP/ My Plan/Birmingham Toolkit</p>
<b>Lesson 4</b>	Interpretation and Diversity	To question reliability of interpretations.	<p>Children to compare Celtic and Roman descriptions of Boudicca (without disclosing her name).</p> <p>Children to draw both and compare.</p> <p>Then reveal that the descriptions describe the same person.</p> <p>Explore why they are so different.</p> <p>Next introduce the children to later images of Boudicca (noting when they</p>	<p>I can compare and contrast descriptions from different viewpoints.</p> <p>I can explain why an interpretation may be unreliable.</p>	<p>I can suggest why an interpretation may be unreliable.</p>	<p>See IEP/ My Plan/Birmingham Toolkit</p>

			were created) – in particular 'Boudicca and Her Daughters Statue, Westminster'. Are these a source or an interpretation? Discuss why some interpretations could be unreliable			
<b>Lesson 5</b>	Cause and Consequence Chronology	To sequence a key event.	Children will consider what life was like for Celtic people in the days of Roman Rule. Discuss Boudicca's revolt the reasons for it and the subsequent consequences.	I can suggest one or more reasons for the revolt. I can sequence Boudicca's revolt.	I can consider similarities and differences between two different versions of the same event	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 6</b>	Significance Duration	To identify the legacy left by an empire.	Children will learn about the Roman legacy and come to understand how many aspects of modern life can be traced back in some way to the Romans.	I can say how the Romans influenced the Britain we know today.	I discuss the question: Did the Romans make Britain great? I can explain my reasoning.	See IEP/ My Plan/Birmingham Toolkit
	<p><b>Knowledge:</b></p> <p>The Roman Empire was the largest empire of the ancient world. Its capital was Rome, and its empire was based in the Mediterranean. 55 and 54 BC, Julius Caesar and his army were unsuccessful at invading Britain and defeating the Celtic tribes. 43 AD Emperor Claudius successfully invaded Britain. The occupation lasted until 410 AD. The Empire dates from 25 BC until it fell in 476 AD, marking the end of the Ancient World and the beginning of the Middle Ages, or Dark Ages.</p>					

Roman Britain is the name for the area of Great Britain that was ruled by the Roman Empire, from 43 to 410 AD. This included almost the whole of England and Wales and, for a short period, part of Scotland.

One of the famous Celtic leaders who fought hard against the Romans was Boudicca. She was a Celtic Queen who led a rebellion in 61 AD against the Roman occupation of Britain.

Even after they were gone, the Romans left their mark all over the country. They gave us new towns, plants, animals, a new religion and ways of reading and counting. Even the word 'Britain' came from the Romans. Things the Romans introduced to Britain include: The calendar we still use today, the census, roads, central heating, indoor plumbing, towns, cabbages, libraries, firemen, police, cement and many more!

**Skills:**

Use a range of sources and interpretations to infer about the past.

Begin to recognise why some interpretations may be unreliable.

Begin to question the reliability of interpretations.

**Understanding:**

That the Roman Empire signified the end of Egyptians and Iron Age.

Have a clear understanding of the difference between a source and an interpretation.

How many aspects of modern life can be traced back in some way to the Romans.