

## Foundation subject lesson - History

**Year Group:** Year Five

**Question:** What was the Impact of the Romans in Britain?

| Learning objectives:  | Key resources/stimuli  |
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| <p><b>A) To investigate and interpret the past.</b> Encourage children to use a range of sources throughout the unit and to choose an appropriate source for an activity.</p> <p><b>B) To build an overview of world history</b></p> <p><b>C) To understand chronology</b> Have class timeline showing the Roman period and add to it as new facts are discovered.</p> <p><b>D) To communicate historically</b> Have key vocabulary displayed and encourage its use in discussion and written work.</p> <p>Link to Negative numbers in Maths<br/>English Y5 criteria such as rhetorical questions<br/>Computing cross curricular links – Microsoft Word<br/>Geography links using atlases to identify settlements</p> | <p>Topic books, atlases, artefacts, food, mosaic pictures, everyday items from the Roman</p> <p><a href="http://www.primaryhomeworkhelp.co.uk/Romans.html">http://www.primaryhomeworkhelp.co.uk/Romans.html</a><br/> <a href="https://www.bbc.co.uk/bitesize/topics/zwmpfa8">https://www.bbc.co.uk/bitesize/topics/zwmpfa8</a><br/> <a href="https://www.theschoolrun.com/homework-help/roman-empire">https://www.theschoolrun.com/homework-help/roman-empire</a><br/> <a href="https://www.youtube.com/watch?v=eKWNIh0Kphg">https://www.youtube.com/watch?v=eKWNIh0Kphg</a></p> |
| Key vocabulary  | Key knowledge  |
| <p>Amphitheatre, aqueduct, Celts, chariot, invasion, legion, mosaic, numeral, Roman empire, standard, Hadrian's wall.</p>   | <p>Refer to knowledge organiser key vocabulary and information.</p> <p>Romans invaded Britain 55-54BC and then again in AD43 and stayed.</p> <p>Other periods of time such as the Celtic period.</p> <p>Roman Empire settlements in Europe and in Britain. (York, Colchester, Ambleside, Bath etc.)</p>  |

7. Roman afternoon – Fabulous finish!  
Carousel of activities. Look at examples of mosaics and create a year group collage together. Try some food and look at some artefacts. Possibly dress up like a Roman for a day.



1. Who were the Romans? –Children to work in partners to look at a range of books , websites and other sources to create a mind map about the Romans. Research simple questions such as *When did they live?; Where did they come from? What did they wear?; Who did they worship?; Were they good fighters?; Did they like to make things?; How large was their empire?*

6. How did Roman life influence Britain today? Look at a range of everyday objects that Romans introduced. (e.g. calendars, central heating, concrete, roads, laws.) Children to create a museum poster for how the Romans helped Britain to develop.

**What was the  
Impact of the  
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2. When did the Romans live? Children to create a timeline using the computers (Microsoft Word) to show when the Romans lived in comparison to other periods in History that they have learnt about in other year groups.

5. Why did the Romans invade Britain? Discuss the two main reasons as revenge and looking for riches. Watch clips about the Roman invasion and take notes. Children to create a persuasive advert to recruit a roman soldiers to invade Britain.

4. Odd one out: two false and a true fact about why the Roman army was so successful. Label a Roman soldier with key equipment and facts about the Roman army such as organisation, ranks, techniques, equipment.  
Plenary – battle formations

3. Where did the Romans settle in Britain?  
Begin by looking at map on the Roman Empire and modern day atlas to compare.  
Then look at a map of Britain from when the Romans settled and use an atlas to find the modern day places.

| Year 5           |   |  |   |
|------------------|---|--|---|
|                  | Chronological understanding   | Knowledge and interpretation   | Historical Enquiry  |
| <b>Expected</b>  | <p>Can they use dates and historical language in their work?</p> <ul style="list-style-type: none"> <li>•Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>•Can they use their mathematical skills to work out exact time scales and differences as need be?</li> </ul> | <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <ul style="list-style-type: none"> <li>•Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>•Can they explain the role that Britain has had in spreading Christian values across the world?</li> <li>•Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</li> <li>•Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>•Do they have a good understanding as to how crime and punishment has changed over the years?</li> </ul> | <p>Can they test out a hypothesis in order to answer a question?</p> <ul style="list-style-type: none"> <li>•Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul> |
| <b>Exceeding</b> | <p>Can they create timelines which outline the development of specific features, such as medicine;</p>  | <ul style="list-style-type: none"> <li>•Do they appreciate how plagues and other major events have created huge differences to the way medicines and</li> </ul>  | <p>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>  |

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|  | weaponry; transport,<br>etc. | health care was<br>developed? |  |
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