

History– Spring- Romans

I am learning to develop a chronologically secure understanding of the Roman Empire and its impact on Britain.

<p>Thinking like a historian</p> <ol style="list-style-type: none"> 1) Chronology 2) Evidence 3) Interpretation 4) Change and continuity 5) Significance 6) Cause and consequence 	<p>How does this learning fit in?</p>  <ol style="list-style-type: none"> 1) Download the Iron age - what was England like at this time? 2) Can children remember back to Butser Ancient Farm visit? Any links with Roman homes? 3) Can children make RE links- Roman soldiers within the Easter story? 	
<p>Portable historical vocabulary</p> <p>(must be taught and revisited throughout unit)</p>		<p>Develop children’s chronology. Locate Europe, Italy the UK and other European countries that were conquered. Explain concept ‘conquered’ and the motivations behind the invasions.</p>
		<p>Develop children’s understanding of the significance of Caesar’s and Claudius’ invasions. Infer reasons for their significance and explain why they invaded. Explain how Britain resisted Roman control and the significance of Boudica.</p>
		<p>Compare and contrast the changes and continuity of the impact of Roman technology, culture and belief on Britain. Interpret, organise and categorise information.</p>
<p>Roman key concepts: Link this unit to earlier work on the Iron age and the Celts. Most of us focus on the Roman invasion of AD 43 but look at events elsewhere in the Roman Empire to better understand the Romans’ motivation in invading. Comparison between Caesar’s invasion and Claudius’. What had changed in between? How did the situation within the larger Roman Empire explain why Claudius invaded . Focus on resistance and control continues so your work on Boudica is perfect. You will need to look at the Romanisation of Britain. How far did the Romans change the life of the Britain during their period of occupation?</p>		
<p>Conquered chronology</p>	<p>Lesson 1 (1 week)</p> 	<p>Roman KUL map. When and where did the Romans come from and why did they come to Britain?</p>
<p>significance Invasions conflict</p>	<p>Lesson 2 (2-3 weeks) Open Box Roman soldier boot camp/art and DT link.</p> 	<p>What was the significance of Caesar’s invasion? What was the significance of Claudius’ invasion? What was it like to be a Roman soldier?</p>
<p>significance resistance</p>	<p>Lesson 3 (1-2 weeks)</p> 	<p>What was the significance of Boudica? How and why did she resist the Roman Empire? How did the Roman Empire stop British resistance?</p>
<p>society slave gods Change and continuity</p>	<p>Lesson 4 (2-3 weeks) Porchester castle field study.</p> 	<p>What was Roman society like? How does it compare and contrast to society today? Double bubble map assessment. Thank you Roman postcard assessment and end of unit test.</p>