

ACET Junior Academies'

Scheme of Work for history

Unit 4: The Roman Empire and its impact on Britain



About this unit:

This Scheme of Work continues to develop children's historical narrative of the history of the British Isles. Continuing the broadly chronological framework of the history schemes in this unit children will learn about the impact of the Roman Empire on Britain. They will learn that the Roman Empire was the largest the world has ever seen and that Britain was part of this. Children will also understand that the Romans were not welcomed by all Britons but that after the initial invasion, Britain quickly settled to become a relatively peaceful area within the empire and left an important legacy for future generations. Children will continue to pose questions about the unit and increasingly conduct their own research independently. They will also start to use sources more, selecting key information and making inferences while also beginning to understand that not all information from the past is accurate. Concepts will also re-visited and new ones introduced. Knowledge acquired from this unit will also be re-visited in Year 5 when students compare the Roman and Greek Empires.

Unit structure

This unit is structured around five sequential history enquiries:

1. Who are we studying?
2. 'Third time lucky?' When and why did the Romans invade Britain?
3. Why was the Roman army so successful?
4. Who was Boudicca and why did she rebel?
5. What was life like in Roman Britain?
6. Did the Romans leave anything behind?

National Curriculum unit:

- the Roman Empire and its impact on Britain.

Links to previous and future National Curriculum units

- Changes in Britain from the Stone Age to the Iron Age. (Y3 HT2.1)
- Britain's settlement by Anglo-Saxon and Scots (Y3 HT 2.1)
- Ancient Greece (Y5 HT3.1)

Enquiry 1: Who are we studying?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>This is the fourth KS2 unit for history. During Y3 children will have studied changes to Britain from the Stone Age to the Iron Age. They will then have looked at the Egyptians and drawn comparisons with life in Britain at the same time.</p>	<p>Substantive knowledge: (What the children should know.) The Romans lived a long time ago and their lives were very different to ours. The Romans had a huge empire - the biggest the world has ever seen. Britain was part of the Roman Empire.</p> <p>Second order concepts: (What students should understand) Chronology Similarity and difference</p>	<p>- Enquiry - select and record information. - Observe small details - artefacts and pictures. - Ask questions.</p> <p>Key concepts: BC/BCE AD/CE Romans Empire</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify some things about the Romans. - describe what an empire is. - identify some of the places in the Roman Empire? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Mystery bag activity - put together a range of artefacts/pictures relating to the Romans. Ask the children to select items from the bag and to draw inferences from them about their new topic - Who do they think they are studying? Why? Link: children will have looked at artefacts in Y3 and drawn inferences from them.</p> <p>Provide children with a blank map of the Roman Empire and key information - children should understand the areas the empire covered and the stages in which it developed. Link: definition of empire. This is a good opportunity to develop some geographical skills and find Britain on the map.</p> <p>Get students to pose questions about the new topic - what do they want to find out about? Place on the enquiry wall and revisit throughout the topic.</p>		<p>Range of artefacts/pictures linked to the Romans - there are lots on line.</p> <p>Blank map of the Roman Empire and stages in which it grew - try Tes Resources.</p> <p>Whiteboards/card for children to write their questions on.</p>	<p>'The Roman Empire and its impact on Britain', <i>Primary History 70</i>: summer 2015'</p> <p>Alf Wilkinson and Sue Temple, 'Invaders', (2019)</p> <p>For artefacts try the British Museum: http://britishmuseum.org</p> <p>For 3D images use the Museum of London: https://www.museumoflondon.org.uk/schools/learning-resources/</p> <p>BBC Bitesize has some background information about the Romans and the empire.</p>	

Enquiry 2: Why was the Roman Army so successful?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should start to have an understanding that the Romans lived a long time ago and that they had a huge empire which Britain was part of.</p>	<p>Substantive knowledge: (What the children should know.) The Romans had a powerful army. The success of the Roman army was one of the reasons why the Romans were able to build up such a large empire.</p> <p>Second order concepts: (What the children should understand) Cause and consequence</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Enquiry - select and record information. - Use a range of sources to find out about a time period. <p>Key concepts: Roman Empire Auxiliary Centurion Mercenary</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - describe the key characteristics of a Roman soldier? - identify some possible reasons why the Roman army was so successful? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:		Useful links:
<p>Children could begin by looking at a range of artefacts/pictures linked to the Roman army - armour, helmet, shield, sword, javelin, dagger. Encourage children to think about how these items worked so well for the Roman Army - children could draw and label a diagram, and then describe why the weapons were effective.</p> <p>Demonstration - children could demonstrate the different tactics used by the Roman Army eg. tortoise and the wedge - how were they used? Why would they have been successful?</p> <p>Research life in the Roman Army - types of soldiers, who could join, organisation, requirements, tasks that you were required to do (as well as fighting!). This could be done as a carousel activity with packs passed around the groups. Children could use the information to put together a job advert for a recruit.</p>		<p>Diagram of a Roman soldier for students to label NB. Please highlight the ethnic diversity of the Roman army.</p> <p>Shields for demonstration - students could make their own.</p> <p>Range of information about life in the army.</p>		<p>The Roman Empire and its impact on Britain', <i>Primary History 70: summer 2015</i> - lots of information about the Roman Army</p> <p>Alf Wilkinson and Sue Temple, 'Invaders', (2019)</p> <p>Interactive diagram on a Roman soldier: https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</p> <p>Clip on life for a Roman soldier: https://www.bbc.co.uk/bitesize/clips/zbn8</p>

Enquiry 3: 'Third Time Lucky!' When and why did the Romans invade Britain?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children will know that the Romans had a large empire and one of the reasons for this was due to the success of the Roman army. They may also be able to recall from Unit 2 that Caesar attempted to invade Britain in 55BC and 54BC.</p>	<p>Substantive knowledge: (What the children should know.) Caesar invaded Britain twice but it was not until 43AD that the Romans successfully invaded Britain. Britain was a wealthy country that was worth invading.</p> <p>Second order concepts: (What the children should understand) Chronology Cause Similarity and difference</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Chronology - constructing a timeline. - Enquiry - why did the Romans invade Britain. - Ask questions. <p>Key concepts: BC/BCE AD/CE Invasion Empire Emperor</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Place some events in the correct chronological order on a timeline? - Make predictions based on previous learning about why the Romans may have invaded Britain? - Give possible reasons for the invasions. 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Children should construct a timeline - toilet roll (each sheet is 100 years), physical - standing in line, timeline sheets. <i>NB. Remember that it is really important to make links with previous and future topics - place the Romans in a timeline from 10,000BC to the present.</i></p> <p>Children plot on the timeline key dates in relation to Roman Empire and Britain - 8thBC - Rome founded, 55BC Caesar tries to invade, 54BC Caesar invades but soon leaves, 43AD Claudius invades, 60/61AD Boudicca's rebellion, 122AD - Hadrian's Wall built, 410AD Roman withdrawal. Children can then draw their own timelines marking on them key time periods and dates. <i>NB. Remember scale and BC and AD - lots of students will find this confusing. Link to positive and negative numbers?</i></p> <p>Ask the children why they think that the Romans invaded Britain - prediction based on previous knowledge. Reading comprehension exercise - why did the Romans actually invade Britain? OR the teacher or TA could take on the role of Caesar or the Emperor Claudius and hot seat them for the reasons. Focus on economic (Britain was wealthy), power (Romans wanted to extend their empire), revenge (Caesar thought the Britons were helping the Gauls). You could also compare the three different attempts - similarities and differences.</p>		<p>Timeline- toilet roll, sugar paper etc. Something that can easily be divided to periods of time.</p> <p>Key date cards.</p> <p>Comprehension sheet or a person prepared to be hot seated!</p>	<p>For an outline of the three invasions: 'The Roman Empire and its impact on Britain', <i>Primary History 70</i>: summer 2015 '</p> <p>Alf Wilkinson and Sue Temple, 'Invaders', (2019)</p> <p>Alf Wilkinson and Sue Temple, 'Stone Age to Iron Age', (2019) has a section on Caesar's invasion.</p> <p>For an outline of Caesar's invasion and his description of Britain: http://www.mytimemachine.co.uk/?p=7</p> <p>For sources on the reasons: Colin Shephard <i>Contrasts and Connections</i> (2000), pp.30-31.</p>	

Enquiry 4: Who was Boudicca and why did she rebel?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children will know that the Romans successfully invaded England in 43AD. They will also have an understanding that one of the reasons for this was due to the Roman Army.</p>	<p>Substantive knowledge: (What the children should know.) Not all Britons welcomed the Romans. Boudicca led a massive revolt against the Romans. The Roman Army defeated Boudicca and the Iceni</p> <p>Second order concepts: (What the children should understand) Cause and consequence Chronology</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Chronology - organise events into chronological order. - Enquiry - identify key information in a source. - Choose relevant information to assess a range of images for accuracy. <p>Key concepts: Roman Invasion Rebellion Source Interpretation</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - describe the key features of Boudicca's revolt? - identify key information from a source? - correctly assess a range of images for accuracy? - use a source to create their own interpretation? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Start by explaining to the children that some Britons welcomed the Romans as others did not. Tell the narrative of who the Iceni were, what happened when Boudicca's husband died and what she decided to do. Provide cards with narrative on - children put the cards in the correct chronological order. Children could then retell the story as a storyboard.</p> <p>Read through the description of Boudicca by Cassius Dio - how reliable is it? When was it written? Who wrote it and why? Written 100 years later by a Roman. Child could then create a tick list of the key features associated with Boudicca and use this to assess the accuracy of a range of pictures of Boudicca. Children could then draw their own interpretation of Boudicca.</p> <p>Link back - why did Boudicca's rebellion fail? Encourage the children to link back to their previous learning on the Roman Army. This could lead to piece of writing where children explain why Boudicca's revolt against the Romans failed.</p>		<p>Narrative of Boudicca's rebellion.</p> <p>Blank storyboard and card sort.</p> <p>Description of Boudicca by Cassius Dio.</p> <p>Range of images of Boudicca.</p>	<p>'The Roman Empire and its impact on Britain', <i>Primary History 70</i>: summer 2015 '</p> <p>Alf Wilkinson and Sue Temple, 'Invaders', (2019)</p> <p>For an account of the rebellion try: http://www.bbc.co.uk/history/historic_figures/boudicca.shtml</p> <p>This will obviously need making age appropriate.</p> <p>Description of Boudicca: http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Cassius_Dio/62*.html</p>	

Enquiry 5: What was life like in Roman Britain?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children have previously studied life from the Stone Age to the Iron Age in Britain. They also know that the Romans invaded Britain and settled from 43AD.</p>	<p>Substantive knowledge: (What the children should know.) The Romans did not conquer the whole of Britain. Hadrian's Wall was possibly built to keep the Scots out. Roman Britain was very peaceful and very wealthy. Towns were built by the Romans but few people lived in them. Life in Roman Britain was diverse.</p> <p>Second order concepts: (What the children should understand) Cause and consequence Similarity and difference Diversity</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Enquiry - conduct research using a range of evidence to reconstruct life in the time studied and answer historical questions. - Range and depth - offer a reasonable explanation for some events. <p>Key concepts: Archaeology Conquest Empire</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - describe the areas conquered by the Romans in Britain? - give possible reasons why Hadrian's Wall was built? - identify the key features of a Roman town? - describe how life in Roman Britain was different for different groups? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p><i>NB. Before they begin this enquiry, it is a good opportunity for children to link back to their learning in Y3 - what was life like in Britain at the end of the Iron Age? - houses, food, lifestyle etc.</i></p> <p>Children could begin by looking at a map of Roman Britain - look at the place names/what are those places called now? Why are there no Roman place names in Scotland? This could lead onto a discussion of places that the Romans conquered and those that they did not.</p> <p>Children could then investigate Hadrian's Wall - this could be a mystery activity where children are provided with a range of information about the wall and they have to sort through and discover possible reasons why it was built. You could also include information about the Antioine Wall as a point of contrast.</p> <p><i>NB. Remember that life in Roman Britain and the Empire was actually quite peaceful most of the time ie Pax Romana (Roman Peace)</i></p> <p>Children could then research life in Roman Britain - you could provide children with a map of a Roman town with key buildings such as the amphitheatre, baths, toilets, forum, temple. Children could then research each of the key buildings providing a description of each - BBC website has an interactive map children could use. This could lead onto a literacy activity where children produce a tour guide for a Roman town.</p>		<p>Map of Roman Britain with place names and Hadrian's Wall.</p> <p>Set of mystery cards with information about Hadrian's Wall.</p> <p>Diagram of a Roman town layout - see BBC website.</p> <p>Roman villa activity - see file.</p> <p>Information for hot-seating activity.</p>	<p>'The Roman Empire and its impact on Britain', <i>Primary History 70</i>: summer 2015</p> <p>Alf Wilkinson and Sue Temple, 'Invaders', (2019)</p> <p>For Hadrian's Wall try: Animated clip from English Heritage describing building of wall: https://www.youtube.com/watch?v=pmmfS4Z4Jig OR from the BBC: https://www.bbc.co.uk/bitesize/clips/zp72tfr For information: https://www.english-heritage.org.uk/visit/places/hadrians-wall/hadrians-wall-history-and-stories/history/</p> <p>A range of clips about Roman Britain can be found at: https://www.bbc.co.uk/bitesize/topics/zwmpfg8</p> <p>For life in Roman Britain use:</p>	

OR children could investigate a Roman villa - re-create an archaeological dig and use the finds to work out what each room was used for in the villa - see activity.

NB. Remember that only around about 10% of people lived in towns and that life was very different for rich and poor people. You could follow up the research activity with hot seating of a rich and a poor Roman or someone who lived in a town and another who lived in the countryside.

<https://www.bbc.co.uk/bitesize/topics/zwmpfg8>

The Story of Britain - Roman Britain (animation)

<https://www.bbc.co.uk/programmes/p01zfw4w>

Enquiry 6: Did the Romans leave anything behind?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children have previously studied life from the Stone Age to the Iron Age in Britain. They also know that the Romans invaded Britain and settled from 43AD. Children also know simple facts about life in Roman Britain.</p>	<p>Substantive knowledge: (What the children should know.) The Roman Empire came under attack from the 4th Century AD and this led to the Empire getting smaller. Romans left Britain in 410AD. The Romans left a legacy in Britain.</p> <p>Second order concepts: (What the children should understand) Change and continuity Significance</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Enquiry - use criteria to select and sort information. - Communication - discussion. <p>Key concepts: Roman Empire Conquest Invasion Legacy</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - describe what happened to the Roman Empire? - identify some things which the Romans 'left behind'? - start to explain which they think were the most important? - start to link the Romans to previous learning? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Play the children the animated map - you may want to turn the music off! - get the children to think about what it happening to the size of the Roman Empire. Why might this be happening?</p> <p>Explain to the children that in 410AD, the Romans left Britain - Rome was under attack from barbarians (groups living outside of the Empire) and so the troops were required back in Rome.</p> <p>Explain to the children that although some of the Romans left and the way of life fell back into pre-Roman systems, the Romans did leave a legacy. Provide children with a range of cards with things left by the Romans - ask children to sort the cards into most/least important - could organise them into a pyramid. Why have they chosen this order?</p> <p>This could lead onto a class debate - how significant were the Romans to Britain? Did they have a long-lasting impact? Divide the class in half, one presenting the ideas for and the others against - you could use Ian Dawson's criteria to create a tick list for children to use.</p> <p>Link back to previous learning. Create an emotion graph covering the Stone Age to the Romans - when and how did life change? When did life get better/worse? Why?</p>		<p>Animated map of the Roman Empire.</p> <p>Cards with the Roman legacy on them.</p> <p>Tick list with criteria for significance.</p> <p>Emotion graph for Stone Age to Romans - you may wish to provide children with the information to stick on.</p>	<p>'The Roman Empire and its impact on Britain', <i>Primary History 70</i>: summer 2015</p> <p>Alf Wilkinson and Sue Temple, 'Invaders', (2019) Alf Wilkinson and Sue Temple, 'Stone Age to Iron Age', (2019)</p> <p>For map showing the growth and decline of the Roman Empire try: https://www.youtube.com/watch?v=GyIViyK6voU OR for a more detailed map: https://www.knowtheromans.co.uk/Videos/RomanEmpireTimeline/</p> <p>For the Roman legacy use: https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx For Ian Dawson's criteria for significance: http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</p>	

END POINTS:

Knowledge and second order concepts:

Substantive knowledge:

(What the children should know)

This is not an exhaustive list but an outline of what might be expected:

- The Romans had the most powerful army, and the biggest empire, the world had seen at the time.
- Britain was part of the Roman Empire.
- Not all Britons welcomed the Romans. Boudicca, for example, led a massive revolt against the Romans.
- Roman Britain was very peaceful and very wealthy, with strong trading links to the rest of the world.
- From the 4th Century, the Empire came under attack and so the Romans left Britain in 410AD.
- The Romans left a legacy in Britain.

Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.74.

Second order concepts:

Children should start to have an understanding of:

cause and consequence
change and continuity
similarity and difference
significance
chronology

Key concepts developed:

AD/CE

Archaeology

Auxiliary

BC/BCE

Centurion

Conquest

Emperor

Empire

Interpretation

Invasion

Legacy

Mercenary

Rebellion

Roman

Source

Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In doing so, children will have had the opportunity to:

- place events on a timeline developing understanding of BC/BCE and AD/CE.
- conduct their own research increasingly independently.
- identify key information in a source and make inferences.
- start to assess the accuracy of sources.
- start to use criteria when judging significance.
- ask and pose questions about the enquiry.
- present their findings in a variety of ways.

The children will also have started to investigate written sources, identifying key information and should start to have an understanding that the past has been interpreted in different ways.

The next step ...

This unit will have allowed children to build on their historical narrative of the British Isles while continuing to develop their historical skills and understanding of key concepts. In the next history unit, children will move onto studying Britain's settlement by the Anglo-Saxons and the Scots. This will allow the children to continue to develop a chronological narrative of the history of the British Isles while also considering the impact of invasions and the diversity of Britain the past. Once again, children will begin by constructing a timeline so that they build up an understanding of chronology before moving onto looking at why Britain was invaded. At the end of the enquiry, children will once again have the opportunity to link back to previous units and consider the changes to the British Isles over time.