

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History – Unit 3/3 –The Roman Empire and its impact on Britain		Year: A Phase 2
NC/PoS: <ul style="list-style-type: none">– The Roman Empire and its impact on Britain		
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none">– Know prehistory is the time before written records.– Know the period of prehistoric Britain ends with the Roman invasion– Know people from mainland Europe settled in Britain– Know as settlements grew in size during prehistoric Britain– Know during the Iron Age people began to live in large tribal groups in hill forts– Know where Europe is and locate Italy – Phase 2 geography Europe unit		
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• Know that the Iron Age ended with the arrival of the Romans in Britain• Know invasion happens over time and the Romans wanted to conquer Britain for its resources• Know Britain was a part of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders)• Know the Romans settled in many places including London, Chester and Warrington because of their location and these settlements continued to develop over time• Know the Romans had many gods and believed in an afterlife• Know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language• Know Roman Britain ended because of the fall of the Roman Empire– Can make comparisons with other civilisations studied e.g settlements, religion, beliefs, and political systems.		
Key Vocabulary settlements, migration, empire, emperor, invasion, conquer, military, defence, infrastructure, governance, tribal, resist, rebellion, architecture, sanitation, religious beliefs, language, centralised government, collapse, settlers, culture		
Recommended Resources: Books: Escape from Pompeii by Christina Balit The Romans: Gods, Emperors and Dormice by Marcia Williams Artefacts: Replica coins, mosaics, Roman armour and weapons Videos: BBC Teach: Roman Britain Horrible Histories: Boudicca, Roman Baths, Roman inventions Maps: Roman Empire maps and settlement overlays Model Making: Roman roads, villas, Hadrian's Wall Primary Sources: Cassius Dio descriptions (adapted)		
Curriculum Connections: <ul style="list-style-type: none">– Geography – Mapping Roman expansion and settlement.– English – Report writing, Roman myths and persuasive writing (Roman propaganda).– Maths – Roman numerals and timelines.– DT – Building Roman infrastructure models.– PE – Recreating Roman military drills.		
Career Opportunities: <ul style="list-style-type: none">– Historian – Studying the Roman Empire and its legacy in Britain.– Civil Engineer – Understanding Roman roads, aqueduct and bridge building.– Military Strategist – Exploring Roman conquest and defence systems.– Town Planner – Investigating Roman urban planning and governance.– Classicist – Studying Latin language and Roman mythology.		

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Enquiry question: <u>How did the Romans impact Britain?</u>
<p>Session 1: <u>Chronological knowledge</u></p> <p>Review prior learning and place chronology of units already learnt specifically focussing on pre-history.</p> <p>Consolidate chronology of settlements and migration to Britain Chronology order key events on a timeline.</p> <p>Make reference to how the Romans have been influenced by the Egyptians, Ancient Sumer and Babylonians. Mention how the Romans later influenced the Greeks and this will be discussed in Phase 3.</p> <p>Vocab: settlements, migration</p>
<p>Session 2: <u>What was ancient Rome like?</u></p> <p>Plot Italy and Rome on a map</p> <p>Explore how Ancient Rome developed as a settlement. (This could include reading the story of Romulus and Remus).</p> <p>Explore some of the main Roman gods – Jupiter, Ceres, Mars and Neptune</p> <p>Tell or investigate the Roman belief in the afterlife (Elysian Fields)</p> <p>The first Emperor was Augustus, Julius Ceasar was a republican – he was given the title of a dictator.</p> <p>Make reference to conflict, political systems (power), settlements, religion and beliefs.</p> <p>Vocab: settlement, beliefs</p>
<p>Session 3: <u>When did the Romans invade and why?</u></p> <p>Explore why the Romans invaded</p> <p>Map work – Where did the Romans come from and where they travelled to. (geography)</p> <p>Roman Emperors wanted to conquer Britain to add to their empire, they wanted all of their precious metals.</p> <ul style="list-style-type: none">• In 55-54BC Julius Caesar tried to invade but failed.• In AD43, ordered by Emperor Claudius, a big Roman army landed on the beaches in Kent.• Over the next year it battled inland, storming through hillforts and conquering anyone who stood in their way.• Look at a map of the Roman Empire. Discuss why the Roman army was so successful. Read through together Julia Caesar's description of Roman Britain. Discuss why he wanted to control Britain. Place 3 invasions on timeline <p>Vocab: empire, emperor, invasion, conquer</p>
<p>Session 4: <u>Where did the Romans settle?</u></p> <p>Look at where they settled and controlled including London, Chester. Discuss how they controlled these areas with stationed military.</p> <p>Investigate or tell children about the infrastructure the Romans improved (roads) and trade to and from Britain. Explore links to Warrington</p> <p>Explore the growth of a trade empire (linked to armies and battles).</p> <p>Vocab: settlement, military, defence, infrastructure, governance</p>
<p>Session 5: <u>What did Roman Britain look like?</u></p> <p>Explore life in Roman Britain</p> <ul style="list-style-type: none">• Men were in charge• Boys from rich families learnt Latin• Only the wealthy children were educated• Children married at a young age• Woman were responsible for all housework, cooking, cleaning, raising children

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- Some wealthy households had slaves to complete their work

Vocab: wealthy, Latin

Session 6: **Did the native Britons welcome or resist the Romans, and why?**

Recap how people were governed in the Iron Age (tribal leaders and religious beliefs). Tell the children some native Britons wanted to keep their way of life, and this caused conflicts.

Tell the children Boudicca's story. Read through the description of Boudicca by Cassius Dio.

Place events of rebellion on timeline.

Cause and consequence – What was the cause of Boudicca's rebellion? What was the consequence of Boudicca's rebellion? Link to destruction of settlement of London in GfOL.

Tell or investigate other rebellions and how the Romans responded e.g Hadrian's wall and Antonine wall. Make reference to conflict, political systems (power), settlements, religion and beliefs.

Vocab: tribal, governance, resist, rebellion

Session 7: **What did the Romans ever do for us?**

Learn about how the Romans influenced life in Britain and how different social classes lived in Roman Britain and discuss similarities and differences to Iron Age Britain. This could be done as group research and presentation.

- Buildings and architecture
- Roads and bridges
- Sanitation – sewage, toilets and baths
- Religion (first polytheist then Christianity)
- Language (Latin)
- Measurement (calendar, numerals and money)
- Tax and centralised government (Rome was in charge not tribal leaders).

Change and continuity – What changed in Britain when the Romans invaded? What stayed the same? Did change happen across Britain or in places?

Vocab: Architecture, sanitation, religious beliefs

Session 8: **Why did the Roman leave Britain?**

Consolidate learning on Roman Britain.

Investigate or tell the children the reasons the Roman Empire fell and the impact on Britain.

By **AD 410** the **city of Rome** was under attack and the empire was falling apart. So the Romans had to leave Britain to help back home. Many of the Roman towns in Britain crumbled away as people went back to living in the countryside.

Children must know that this is gradual withdrawal and happened over approximately 30 years. Some Romans also opted to remain in Britain.

Tell the children this period ends coincides with the arrival of other settlers – Angles, Saxon and Jutes.

Vocab: empire, collapse, settlers

Future learning this content supports:

- Ancient Greece
- Anglo Saxons and Vikings Phase 3

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