**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

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| Subject: History Year: 5/6 Year A- Unit 1 of 2 ( longer unit)    NC/PoS: The Roman Empire and its impact on Britain   * Changes in Britain from the Stone Age to the Iron Age * The Roman Empire and its impact on Britain * Britain’s settlement by Anglo-Saxons and Scots * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * A local history study * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China * Ancient Greece – a study of Greek life and achievements and their influence on the western world * A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130 |
| Prior Learning (what pupils already know and can do)   * 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 - LKS2 geography Europe unit |
| End Points (what pupils MUST know and remember)   * 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 and the arrival of other settlers – Angles, Saxon and Jutes |
| 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 |
| Enquiry question: **How did the Romans impact Britain?** |
| Session 1: **Chronological knowledge**  Review prior learning and place chronology of units already learnt specifically focussing on pre-history.  Consolidate chronology of settlements and migration to Britain Chronology  order key events on a timeline.  Vocab: settlements, migration |
| Session 2: **What was ancient Rome like?**  Plot Italy and Rome on a map  Explore how Ancient Rome developed as a settlement (This could include reading the story of Romulus and Remus).  Look at markets, buildings, houses, homes, baths, aqueducts, coins, food and drink.  Discuss the design of roman homes including painting their walls and decorated with mosaics. Art links into mosaic collage and sculpture.  Vocab: Architecture, culture |
| Session 3: **Who were Roman Gods?**  Explore some of the main Roman gods; Jupiter, Ceres, Mars and Neptune  What were temples and Shrines and why were these built?  Tell or investigate the Roman belief in the afterlife (Elysian Fields)  Vocab: afterlife, beliefs |
| Session 4: **When did the Romans invade and why?**  Recap: What does invasion mean? Know invasions happen over time.  Explore why the Romans invaded  Map work – Where did the Romans come from and where they travelled to. (geography)  Roman Emperors wanted to conquer Britain to add to their empire, they wanted all of their precious metals.   * In **54-55BC** Julius Caesar tried to invade but failed. * In 27BC Augustus became the first Roman Emperor * 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  Vocab: empire, emperor, invasion, conquer |
| Session 5: **Who was Boudicca?**   * Boudicca led her army against the Romans in AD60. She is remembered as a strong leader and ferocious warrior. * She fought in a famous battle called the **Battle of Watling Street**. * The Roman army won the battle against Boudicca and her army. They ruled Britain for the next 350 years. * Boudicca lived many years ago, so we don’t have much information about her. But we can use objects from the past to help us understand her story. |
| Session 6: **Why was Hadrian’s wall built?**  **AD 122** – To strengthen the border between Roman-occupied Britain and Scotland, Emperor Hadrian orders the construction of a wall. Interestingly, many of the early forts along [Hadrian’s Wall](https://www.historic-uk.com/HistoryMagazine/DestinationsUK/Hadrians-Wall/) face south into Brigantian territory, showing the ongoing threat posed by recently subverted tribes of northern England.  **AD 139 – 140** – [The Antonine Wall](https://www.historic-uk.com/HistoryMagazine/DestinationsUK/The-Antonine-Wall/) in Scotland is built, dramatically shifting the northern border of Roman occupied Britain. This new wall is built of earth and timber, and is strengthened by a series of forts along its length  Children to plot the walls on a map. Discuss, was this the best place to build? Explore were you would have built a wall and why.  What was the impact of the building of the walls?  What remains today?  Key vocab: Tribe, leaders, emperor, invasion, conquer |
| Session 7: **Where did the Romans settle?**  Look at where they settled and controlled including London, Warrington and Chester. Discuss how they controlled these areas with stationed military.    Investigate or tell children about the infrastructure the Romans improved (roads),building baths, improved sanitation, taxation and trade to and from Britain. They also changed the language! Explore links to Chester.  Explore the growth of a trade empire (linked to armies and battles).  Vocab: settlement, military, defence, infrastructure, governance |
| Session 8: **What did Roman Britain look like?**  Explore life in Roman   * 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 * Some wealthy households had slaves to complete their work- The held and sold slaves ( ink to history and local church work on slavery) * Centralised government   Vocab: wealthy, latin |
| Session 9: **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 Britians 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 of 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 Antonie wall  Vocab: tribal, governance, resist, rebellion |
| Session 10: **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 * London City wall * 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 happened across Britain or in places?  Vocab: Architecture, sanitation, religious beliefs |
| Session 11: **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.  Tell the children this period ends will the arrival of other settlers – Angles, Saxon and Jutes.  Vocab: empire, collapse, settlers |
| Future learning this content supports:   * Ancient Greece * Anglo Saxons and Vikings |