



Unit of Work	History – Romans: Roman Britain and Clues from the Past
Text Driver the Unit of Work Links to	Escape from Pompeii The Firework Maker's Daughter
Key Strand	Invasion & Settlement Beliefs & Culture Inventions & Legacy
Timeline	<p>Timeline showing the progression of time from 800000BC to 2022 AD. Key periods marked include Stone Age, Bronze Age, Iron Age, and the Roman period (1AD to 2022 AD).</p>
Overview of the Unit of Work	Pupils will learn the myths of Romulus and Remus and how the city of Rome was built. Children will compare this legend to the how a small village grew to become one of the largest empires the world had ever seen. Pupils will learn about Julius Caesar and Emperor Claudius and the impact of their invasions on Britain. They will also learn about the Roman army and how it was one of the most organised and skilful ever created and how trade enable the Empire to grow even stronger. The children will examine the difference between life before the Romans to life after the Empire and the lasting legacy that remains today.
Prior Learning	During the Autumn term Geography unit, pupils will have learnt about Italy which will help them when finding out about where the Romans came from and where they travelled to. During the Spring term, pupils will have learnt about The Stone Age and can use their knowledge of settlements when discussing the Roman invasion of Britain. Children can also compare and contrast how technology has advanced e.g. the progression in weapons.
Sticky Knowledge	<p><u>Invasion & Settlement</u></p> <p>The children will learn about:</p> <ol style="list-style-type: none"> 1. The unsuccessful invasion of Britain by Julius Caesar including the reasons for this, such as the poor preparation and design of the ships as well as the difference in climate. Then the children will compare and contrast this with the successful invasion almost 100 years later by Emperor Claudius.

2. The powerful Roman army including how they were organised and the equipment they had available to them. They will explore reasons as to why the Roman army was so successful in helping the Empire expand.
3. Boudicca's rebellion and the reasons for this as well as the reasons for the failure of this and the consequences of her failure on the success of the continued occupation of Britain by the Romans.

Beliefs & Culture

The children will learn about:

1. The Roman Myth of Romulus and Remus and the story surrounding the founding of the city of Rome. They will then compare this story to the historians' viewpoint before reaching their own conclusion.
2. How the Roman Empire has expanded, it encountered new religious customs and traditions and how these beliefs changed over time (from worshipping Roman Gods to eventually embracing Christianity). The story of Emperor Constantine and the introduction of Christianity as the official religion of the Empire. They will look at the archaeological evidence that shows that Christianity was followed in Britain during the Roman era.

Inventions & Legacy

The children will learn:

1. The definition of importing, exporting and trade and the reasons why the Romans traded across the Empire including how this affected in the Roman Empire's power. The children will look at primary sources to understand the impact that trade had on life in Britain.
2. How historians and archaeologists were able to build a picture of Roman life using the evidence they left behind e.g. mosaics, pottery, coins and jewellery. The children will further examine some sources of evidence that have helped historians understand Roman life. They will explain how the preservation of Pompeii has prevented the erosion of primary sources and how their use of concrete (an invention the Romans perfected) has ensured some buildings such as colosseums are still standing today.
3. The difference between life in the Stone Age, Bronze Age and Iron Age and life following the Roman times.
4. The changes that the Romans introduced to Britain such as roads, aqueducts, amphitheatres, villas and basilicas. The children will examine the impact the Romans had on Britain including and how this impacts life in Britain today. The children will decide which of the changes they believe has been the most significant and debate this.
5. A timeline with key dates in the history of the Roman Empire including the key dates of Roman Britain.

End of Unit Outcome

By the end of the unit, the children will apply their knowledge of the legacy left by the Romans to debate which has had the most significant impact on our lives today. Children will pictorially rank the legacies before building an argument as to which they believe to be the most important. This will then be presented to the class in a debate.

<p>Key Vocabulary</p>	<p>Tier 2:</p> <ul style="list-style-type: none"> • Compare: record the similarities of events • Contrast: record the differences of events • organise: arrange systematically <p>Tier 3:</p> <ul style="list-style-type: none"> • territory: land controlled by a ruler • myth: a traditional story, especially one concerning the early history of a people • economy: how money and trade is organised • importing: buying goods from another country • exporting: selling goods to another country • emperor: a man who rules an empire • sanitation: keeping places clean with a sewage system and clean water supply • archaeologists: people who study the past by examining remains and objects • preservation: protection from decay or damage • mosaics: pictures made from pieces of tile • architects: people who design buildings
<p>Post Learning</p>	<p>Beliefs & Cultures – Year 4 Ancient Egyptians. The children will use their knowledges of what an archaeologist does and use primary and secondary sources evidence to find answers to questions about the past linked to Tutankhamun’s tomb.</p> <p>Inventions & Legacy – Year 4 Victorians. The children will use their knowledge of the legacy of the Romans on Britain, including the development of roads and trade to enable them to look at the lasting legacy of the Victorians.</p> <p>Invasion and Settlement – Year 5 Vikings. The children will use their knowledge of the failed invasion by Julius Caesar to understand the successful raids by the Vikings.</p>