



History

Year 4

Term 1

Roman Britain

Key Question: Why are the Romans important in British history?

National Curriculum Objectives:

- Develop a chronologically secure knowledge and understanding of British, local and world History, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- Know about the Roman Empire and its impact on Britain

Vocabulary

Rome, Italy, Roman Empire, Imperialism (introduced to word), Europe, Mediterranean Sea, borders, territory, influence, invasion, invaded, Julius Caesar, BC, AD, army, legion, legionary, centurion, battle, tactic, testudo formation(tortoise), successful (in relation to battles), Boudicca, source, historical evidence (sources of historical evidence) written records, artefacts, archaeologists, monuments, Hadrian's Wall, Roman baths at Bath, Fishbourne Palace, Calleva Atrebatum (Silchester), *key question 4/5 vocabulary relevant to chosen area of interest*, legacy, a toilet/lavatory, a straight road, stinging nettles, Roman temple, Christian church, Planets/Roman God names (Saturn etc), Roman words (enormous and victory), Roman numerals, coins, measures - miles, feet and inches

Prior Learning:

Y3 - the children learnt about Iron Age Britain including: how the settlement and society was organised; how different people lived; how we know about them today and that there was a settlement in Silchester (near Reading).

End Point:

Essay to answer the Key Question (Writing)

Knowledge:

- Know that The Romans were a powerful civilisation originating in Italy who invaded much of Europe which resulted in some change in society.
- Know that the Roman Army were pioneers in warfare
- Know that the Romans invaded Britain at the end of the Iron Age and why they did this
- Know how the Romans developed Britain from the Iron Age and how this is still evident today, including: roads, buildings and infrastructure.
- Know how a Roman settlement was laid out and that some of the buildings were particularly significant.
- Know how society was organised during Roman Britain (view of person in charge and 'ordinary' person).

Skills:

- To offer a reasonable explanation for a key event (the invasion of Britain by the Romans)
- Place events from the period studied on a timeline
- Begin to date events and use more complex terminology relating to the passing of time
- Recall, select and organise historical information
- Use text books, the internet and the library for information
- Begin to evaluate the usefulness of different sources.
- Use evidence to reconstruct life in the time studied

Cross Curricular Links:

Art - Mosaics

Maths - Roman numerals , measures (miles, feet and inches)

Oracy:

Exploratory - Key question 3 and 6

Wider Reading

Empire's End - A Roman Story -Leila Rasheed
What the Romans Did For Us- Alison Hawes

Enrichment

Roman Life workshop at Reading museum in the Silchester Gallery

Sequence of Learning

Lesson	Key Question	Key learning/notes
1	Who were the Romans and why did they invade Britain?	<p>The ancient Romans were based in Rome in Italy, but they ruled over land that stretched far beyond the borders of Rome. This was called the Roman Empire, and it covered large parts of land all around the Mediterranean Sea. Look at a map of the Roman Empire. https://www.twinkl.co.in/illustration/roman-empire-map-117-ks2 (note that this is the Roman Empire at its zenith!)</p> <p>If this is the Roman Empire then what might Empire mean? Children generate definitions. Give definition: an empire is a group of countries/lands controlled by one person/country. The practice of taking over land that does not belong to a country is called imperialism.</p> <p>Children locate Rome in Italy. Show some images of Rome, Italy (the colosseum, pantheon, sunny olive groves, Forum) versus Iron Age Celtic Britain (round houses, warring between tribes, small farms, they should know a lot about the Iron Age from the Year 3 unit). Note the beautiful buildings and sunny climate in Rome. Why on earth would the Romans want to invade rainy, Iron Age Britain?</p> <p>Children brainstorm:</p> <ul style="list-style-type: none"> • What does Britain have that the Romans might want? Pull factors (Refer back to what we know about IRON Age Britain and as citizens of Britain what we know our country has) • What does Rome need? (We have learnt that an empire is a group of countries/lands controlled by one person/country so what might an empire need?) • Why do wars start or countries get invaded? (refer to conflicts they may know about from previous learning.) <p>Children could generate own ideas or images could be provided to sort.</p> <p>It is believed that Romans came to Britain primarily for the metals that could be mined (don't forget before the Iron Age was the bronze age) They were looking for iron, lead, zinc, copper and gold. They also knew our rain made our land fertile so good for farming for food for their empire. They also needed more people (slaves) to service their empire and be soldiers. Finally they had issues with Britain because they had supported the French (the Gauls) when Rome invaded France. https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt</p> <p>Summarise - The Romans got their empire mostly by fighting battles with other groups of people, like the Celts in Britain - when the Romans won, they'd get more territory to add to the Empire. This meant that Roman culture had a huge influence on other cultures, and it's why finding Roman artefacts (like coins), and ruins of Roman walls and buildings (like Hadrian's Wall,) is so common in the British Isles today. This is why we are learning about the Roman Empire.</p>
2	How did the Romans Conquer Britain?	<p>The Romans invaded Britain in 43 AD. Julius Caesar had tried to conquer Britain a couple of times before - in 55 and 54 BC - but hadn't been successful. In 43AD when Rome was under the rule of Claudius, Britain was successfully invaded. Start the lesson by watching the BBC clip where a Celt and a Roman discuss the reasons why Rome invaded Britain. https://www.bbc.co.uk/bitesize/clips/zvthfg8</p> <p>Revise the terms AD and BC which the children learnt in Year 3 (BC means before Christ (Jesus) and AD means after Jesus was born) and start Romans in Britain timeline. Put the attempted invasion of Caesar 54BC and the successful invasion of Claudius's armies on 43AD. (Add to the timeline as new events and dates are discussed throughout the unit)</p> <p>Obviously the Celts did not want this to happen so had to fight the Romans, but by 400 AD the Romans had successfully conquered all of England, Wales and Southern Scotland. They did this because of their organized army. Watch the clip about the might of the Roman army. https://www.bbc.co.uk/bitesize/clips/zsmxpv4. Children note the key terms as they are watching.</p> <p>Children use information from video and other sources to write a paragraph answering the question - why were the Roman army so successful? (Select, organise and record evidence) http://www.primaryhomeworkhelp.co.uk/romans/legion.html</p> <p>Extend HA to look at Boudicca and key battles between the Celts, led by Boudicca and Romans (key battle at Colchester and London. Boudicca eventually was defeated)</p>

<p>3</p>	<p>How do we know about the Romans?</p>	<p>Recall how we knew about Iron Age Britain (Year 3). We learnt that we know about times gone by from written records, artefacts being discovered by archaeologists, paintings/pictures and monuments. These are all sources of historical evidence. We also learnt that the Celts could not read or write BUT the Romans could so there are written records from Roman Britain. We know about Roman Britain from all of these sources.</p> <p>We are going to be Historians today and use different sources to start to deduce evidence about what life in Roman Britain was like. (This could be done as a carousel)</p> <ul style="list-style-type: none"> Use the photographs of artefacts in The British Museum by answering the key questions. What do I think it is? What was it used for/what would the modern equivalent be? What does it tell me about life in Roman Britain? https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/classroom-resource-life-roman-britain Use photos of (buildings/monuments) Hadrian's Wall, Roman baths at Bath, Fishbourne Roman Palace and Silchester. Answer the questions as above. Read the quotes and answer question: what does it tell me about life in Roman Britain? <i>The way they dress is astonishing: they wear brightly coloured and embroidered shirts, with trousers called bracae and cloaks fastened at the shoulder with a brooch, heavy in winter, light in summer. These cloaks are striped or checkered in design, with the separate checks close together and in various colours'</i>Diodorus Siculus (A Roman historian) <i>In exactly the same way as hunters do with their skulls of the animals they have slain, they preserved the heads of their most high-ranking victims in cedar oil, keeping them carefully in wooden boxes."</i>Written by Diodorus, a Roman historian <i>"Most of the inland inhabitants [of Britain] do not sow corn, but live on milk and flesh, and are clad with skins. All the Britons indeed, dye themselves with woad, which occasions a bluish colour, and thereby have a more terrible appearance in fight. They wear their hair long, and have every part of their body shaved except their head and upper lip."</i> Julius Caesar (A Roman Emperor) <p>Discuss answers and explain that over the next few lessons we will learn about Roman life in Britain in a lot more depth. Which of the sources did you learn the most about the Romans from?</p> <p>Finish the lesson with watching the BBC clip about the ninth legion in Caledonia where Roman written evidence is compared to newspaper stories (children start to evaluate the usefulness of different sources.) https://www.bbc.co.uk/bitesize/clips/znr4d2p</p>
<p>4/5</p>	<p>How was a Roman settlement organised?</p> <p>Roman Life workshop at Reading Museum</p>	<p>Children look at the changes on a street in Britain during Roman Times using the Street Through Time book. Discuss and list the differences between the Iron Age (600 BC) page and Roman Times (100 AD). There was a Roman town that looked like this just 9 miles away from Reading: Silchester or as it was called then Calleva Atrebatum. This is one of the best preserved Roman towns in the whole of Britain as unlike other Roman towns it was never built on top of. Look at images of the town now and then. https://www.english-heritage.org.uk/visit/places/silchester-roman-city-walls-and-amphitheatre/history/ This site is a major source of Historical evidence to find out how the Romans lived.</p> <p>We have learnt that the Roman invasion lasted hundreds of years so over time many Britons began to mix and live the Roman lifestyle. However most of Roman Britain remained a wild place, with forests and mountains where few people lived. Many people still lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived. But the Roman invaders and some Britons did live in these Roman towns. How were Roman towns (like Silchester) organised?</p> <p>Use the BBC Bitesize page to explore A Roman villa and learn how a Roman town was organized and what different people in society did. https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx</p> <p>Children then explore one area of the Roman way of life by choosing a key question (ensure children do not just focus on life of the rich Roman villa dwellers). Use the BBC pages, Primary homework help pages and reference books from the library. Select and organize the information to answer the question (and present to the rest of the class) https://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1 http://www.primaryhomeworkhelp.co.uk/Romans.html</p> <ul style="list-style-type: none"> What did the Romans eat and drink? Did everyone eat and drink the same? What did the Romans wear? Did everyone wear the same type of clothing?

		<ul style="list-style-type: none"> • What did the Romans do for entertainment? Could everyone do these things? • What did the Romans believe in? How did they practice their religion? • What did the Romans build? Who did all of the building? • What was life like for children in Roman Britain? Was it the same for all children? <p>*Reading Museum workshop.</p> <ul style="list-style-type: none"> • Understand what town life was like at Calleva Atrebatum (Silchester) • Understand the impact of Roman occupation on the existing British inhabitants
6	How did the Roman's change Britain?	<p>Introduce the 'under the cloth' activity. A local museum has sent a display on the Roman legacy to the local village hall, but in transit the pictures became muddled. Can the children sort them into those aspects of life today that came from the Romans and those that did not? Pupils sit around the outside of a central group of tables. On the table is a very large cloth. Under the cloth are cards with pictures on. Each card relates to an aspect of Roman legacy, except they don't immediately know what it might be because there is no text. Pupils working in pairs have to put their hands under the cloth to withdraw an image, compare views and then say what the item is and if it is a legacy of the Romans. To add to the complication place some red herrings in there too!</p> <p>Suggested images (the images in red are the red herrings!)</p> <p>*a rabbit * a toilet * a straight road * stinging nettles * Roman temple * Christian church * a planet (Saturn) * the words enormous and victory * Roman numeral * coins * miles, feet and inches * tennis racket (UK 1874) * paper (China 25 AD) * door on a hinge (China 604AD) * a camera (French 1825)</p> <p>See if the children were correct by watching the "what the Romans brought to Britain" BBC clip https://www.bbc.co.uk/bitesize/clips/z8d6nbk</p> <p>To show their understanding in a creative way, pupils could design a set of 5 different value stamps or coins each featuring a different aspect of the Roman legacy.</p>
7	Why are the Romans important in British history?	Answer KQ through End Product.