

## Y3 History – The Roman Empire and its impact on Britain

<b>Inspiration</b> Culture –	<b>Partnership with parents</b> Community - the wider world		
<b>Key Questions</b> <ul style="list-style-type: none"> <li>- Why and when did the Romans invade Britain?</li> <li>- Who was Boudicca and why is she important?</li> <li>- Why was Hadrian's Wall built?</li> <li>- What can we conclude about Roman Britain from a modern map?</li> <li>- What did the Romans bring that we still use today?</li> </ul>	<b>Concepts</b> - Significance, Chronology , Evidence, Invasion , Continuity and change	<i>Also covered in:</i> Y3 – Britain's settlement by Anglo-Saxons and Scots	
	<b>Skill Development M2 BASIC</b> <ul style="list-style-type: none"> <li>- There are some good examples of using evidence to ask and answer questions about the past.</li> <li>- There is some awareness of the suitability of evidence.</li> <li>- There is some awareness that different sources of evidence give a variety of information about the past.</li> <li>- There is some awareness that there are different accounts and interpretations of historical events.</li> <li>- Some good suggestions on causes and consequences of some familiar events in history are put forward.</li> <li>- Some basic changes to the locality of the school over time are described.</li> <li>- With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described.</li> <li>- With support, historical events around the world are compared.</li> <li>- With support, the past is described in a number of ways.</li> <li>- With support, the characteristic features of the past are described.</li> <li>- There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.</li> <li>- With support, changes over time are represented on a timeline.</li> <li>- When reminded, key dates are used.</li> <li>- When reminded, historical language is used.</li> </ul>		<b>By the end of this unit, children will be able to:</b> <ul style="list-style-type: none"> <li>- Describe the Roman invasions of Britain and who led them</li> <li>- Describe British resistance to the invasions including Boudicca and the construction of Hadrian's wall</li> <li>- Describe the Romanisation of Britain including its modern day imprint eg                             <ul style="list-style-type: none"> <li>o Place names and street names</li> <li>o Straight roads (look at aerial maps)</li> <li>o Religion (Christianity)</li> <li>o Food</li> <li>o Roman numerals</li> <li>o Buildings including heating, sewage and baths</li> <li>o Written language</li> <li>o Measures - imperial</li> <li>o Money</li> <li>o Armies – organised warfare</li> </ul> </li> <li>- Order events on a timeline</li> </ul>
<b>Knowledge</b> <a href="http://www.teesarhaeology.com/downloads/documents/Roman_Booklet.pdf">http://www.teesarhaeology.com/downloads/documents/Roman_Booklet.pdf</a> <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1">https://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1</a> <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</a> <ul style="list-style-type: none"> <li>- The Romans came from what is now Italy. By the end of the first century BC Rome was very powerful. It had a large army that had conquered much of Europe including Spain, France and also parts of Northern Africa. The Romans ruled Britain for over 350 years</li> <li>- In 55 B.C. Julius Caesar invaded Britain with two Roman legions. The Romans fought several battles against different Celtic tribes before returning to Gaul. In 54 B.C. Caesar returned to Britain with a much larger army. He crossed the English Channel with five Roman legions, landing in Kent. The Romans marched inland and crossed the river Thames. Again they fought against the Celtic tribesmen and demonstrated the strength and power of the Rome. Caesar agreed to leave Britain, but only if the tribes agreed to make a tribute (payment) to Rome.</li> <li>- The Romans knew that Britain was ideal for the farming of both crops and livestock. Natural resources such as gold, silver, tin and iron were also in plentiful supply.</li> <li>- In AD 43, the Roman army were successful in taking south-east England fairly rapidly. At the time of the Roman invasion, Britain was divided up into a series of territories. Each territory was dominated by a local tribe. The Romans recorded the names of the local tribes and we know that Teesside, and a large part of Yorkshire, was occupied by the Brigantes. Queen Cartimandua was the leader of the Brigantia tribe. The people living in the Teesside area during the Roman occupation were native Britons or 'Celts'.</li> <li>- In the decades that followed, opposition against Rome was strong. Boudicca of the Iceni led a revolt in AD 60 which culminated in Roman London, Colchester and St. Albans being destroyed. At its peak some 55,000 troops were needed to keep the peace in Britain. By AD 117, the Romans seem to have had the north-east and Yorkshire under control but Roman building styles and their superior home comforts were not widely adopted by the native population in Teesside.</li> <li>- The remains of Catcote village were discovered in 1963. The site has both native roundhouses and Roman style rectangular buildings. It seems that this local site was one of many villages founded in the Iron Age which prospered with the Roman presence in the north. It was probably the headquarters of a local chief.</li> <li>- The remains of what is thought to be the most northerly surviving Roman villa in the Empire have been partly excavated at Ingleby Barwick.</li> <li>- The first Christian Emperor was Constantine who converted to Christianity. The Romans brought Christianity to Britain. BY 391, Christianity was the official Roman religion, but pagan beliefs were still popular in Britain.</li> <li>- The Romans built 10,000 miles of new roads in Britain. Some of them are now converted into motorways but you can still find a few places where the original Roman road is still visible. If a place name has cester, chester, caster, ceter in it, it is almost certainly Roman.</li> <li>- Before the Romans came, very few people could read or write in Britain. The Romans wrote down their history, their literature and their laws in their language called <b>Latin</b>, and before long, some people in Britain started to use it too. We have lots of words and phrases that comes from Latin like exit and pedestrian.</li> <li>- Our coins are based on Roman design. Before the Romans, people bartered or exchanged goods for other goods</li> <li>- The Romans introduced new foods to Britain including garlic, onions, leeks, cabbages, peas, celery, turnips, apples, grapes and even rabbits, pheasants and chickens.</li> </ul>			
<b>Topic Specific Vocabulary</b> Emprer, empire, Caesar, invasion, celts, Britannia, legion, tribe, reign, military, occupation, convert, native, roundhouse, villa, hypocaust, rule, surviving, Britons, troops, Place names ending in – cester, chester, caster, ceter		<b>NC Subject content</b> - Children should be taught about the Roman Empire and its impact on Britain	
<b>Subject Specific/Academic Vocabulary</b> <b>This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</b>			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Area, cultural, economic, features, identified, impact, income, physical, region, source	consequences, labour, significant, survey, resident	Analyse, considerable, distribution, export, locate,	Affect, constant, factors, policy, proportion
<b>We are historians (Product Endpoint)</b> Presentation on the Roman legacy for modern times			