

History

Skills, Knowledge and Progression

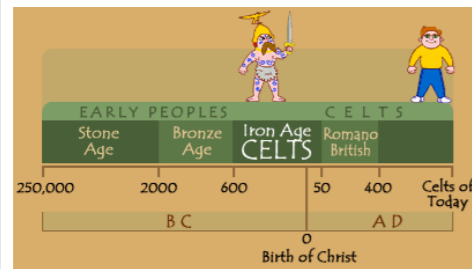


LKS2: The Romans

Chronological Understanding

Place the Romans on a timeline including other great civilisations and European and world events

Place the events of the invasion and occupation by the Romans in Briton in chronological order on a **Roman Britain timeline** including for example Battles with the Celts and Boudica, Hadrian's wall being built, development of towns eg Bath, Colchester and St Albans



Knowledge and Interpretation

Children understand the size and timescale of the Roman empire by **drawing conclusions** from maps and timelines Children **understand at least 2 main reasons**, eg: raw materials such as corn, iron, also Claudius' personal motivation. More-able group links ideas with concept of empire, eg: secure border, gain slaves. Children able to write **explanation** showing at least 2 reasons.

Children understand why the Celts would have been apprehensive about taking on the Roman army. Children understand personal motivation of Boudica and can **make links** to actions taken by Romans. Children know that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. The more able grasp that later interpretations are affected by later discovery of evidence. Children retell story in correct **sequence giving explanations** of her actions.

Children **understand** why the Roman army was so powerful including organisation, conditions, pay etc They are able to **select reasons for their explanation and begin to prioritise them in order of importance**. They are able to **critique** a short film **evaluating** its strengths and weaknesses as an explanation.

Children **understand the most significant changes** would have been e.g emergence of towns and villas in countryside. Children know how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about towns).

Children **understand range of entertainments** that Romans had in society - amphitheatres, baths and forum. **Understand that society was diverse and that poor lived very differently**. They **understand the nature of evidence from Roman times** e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps.

Children will find and **interpret clues from pictures** – Y4 could work from **more challenging pictures** and use these to draw their own town plan

Pupils are able to list at **least 3 valid reasons**. Some can progress to **making links** between them e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.

Children are involved in detective work analysing objects/pictures that we still use today which originated in Roman times and they analyse library books to see which aspects are given most attention Children can **list and describe a range of legacies** including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.

Historical Enquiry

Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of empire?
Link back to work on Celts and Iron Age
Did Claudius invade for the same reasons as Caesar?

Why did Boudica stand up to the Romans and how do we remember her today?
Key work on interpretations

How were the Romans able to keep control over such a vast empire?

How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and How do we know?
Scope for deep enquiry and use of local examples/artefacts here

How can we solve the mystery of why this great empire came to an end?

How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

Vocabulary

Roman Empire, army, Italy, Julius Caesar, Claudius, Iceni, Boudica, rebellion, Celts, Anglo Saxons, aqueduct, basilica, baths, Colchester, Colosseum, gladiator, Hadrian's wall, toga, roads,

<p>Learning outcomes All children should be able to</p> <ul style="list-style-type: none"> • Place the Romans on a timeline including other great civilisations and European and world events • Give at least two main reasons to explain why Claudius invaded Britain • Understand personal motivation of Boudica and can make links to actions taken by Romans • Know that Boudica has been interpreted in different ways, • Give reasons as to why the Roman army was so powerful; Y4 will be able to prioritise these reasons • Understand the most significant changes that the Romans made to Britain and explain that we know about these changes from the evidence left behind. • List at least three valid reasons for why the Roman Empire came to an end. Y4 will progress to making links between these reasons • List and describe a range of legacies from the Romans still in Britain today <p>• Y4 pupils select ideas from a range of topic which they can turn it into an enquiry question to be answered through independent research</p>			<p>Extending more able through challenges:</p> <ul style="list-style-type: none"> • Children able to write explanation for Claudius' invasion showing at least 2 reasons, not just listed but developed and use words such as probably, perhaps – most important. • Children select from a range of topic ideas eg Role of women, Entertainment: including Gladiators, Clever Roads, Amazing Buildings and are able to ask as well as answer questions to structure an independent enquiry <p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> • Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers • Collaborative activities to support peer-learning and inclusion • Use of visuals, film, drama to support contextual understanding • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design • TA support used to question and develop children's conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion
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