



LKS2 History Medium Term Plan Cycle B - Term 1 & 2

The Roman Empire and its Impact on Britain

What is an empire?

How did the Romans change the life of people living in Britain?



(Intent) Why study the Roman Empire and its Impact on Britain?

This Roman focused unit of work has been sequenced to link to the Year 3/4 topic on the Stone Age to Iron Age. This will develop our children's chronological understanding and their ability to see clear contrasts between these continuous but very contrasting periods of history. Children will develop an understanding of what the term 'empire' means (an extensive group of states or countries ruled over by a single entity, be that a monarch, oligarch or emperor etc) and apply it to the Romans to understand how Britain became part of the Roman Empire. Children will be able to put the Roman Empire into a European and British context, understanding how far the Roman Empire spread and investigate how they managed to control a vast range of countries for over 1,200 years.

Within this topic, children will develop their cultural capital by focusing on important and infamous historical personalities such as Julius Caesar, Claudius and Boudica, who all played important roles in British history and are still referenced in today's society. They will also investigate and understand how the Romans changed life in Britain by considering how the Romans lived after the invasion. This can be done by a local history study into a local Roman fort.

There are many opportunities, within this unit of work, to use the strong archaeological record that exists of the Roman's invasion and way of life in Britain. The Romans are also an important aspect of our local history and provide children the opportunity to study in depth how the Romans influenced Cumbria. Within Cumbria we have a number of interesting Roman archaeological sites - Birdoswald Fort, Hardknott Fort, Vindolanda and Hadrian's Wall. Many of these places continue to have active archaeological digs that are continuing to find new and exciting artefacts. Also, in Carlisle (Luguvalium), Tullie House Museum houses a large Roman collection from Cumbria. These enrichment opportunities can provide children with real-life examples of how the Romans affected their local environment and provides a tangible touching point with the past. It also links to local history studies as the Romans were very active in most areas of Cumbria.

Why Year 3/4

- Within the 2-year cycle, in Year 3/4 children will also learn about British history from the Stone Age through to the Iron Age. This will begin to build their chronological awareness of the early history of Britain.
- In Year 3/4 children will cover a thematic study called 'Black and British', within this, they will learn that some of the earliest black people recorded in Britain were a legion of African Roman soldiers, who were stationed in Cumbria at Burgh-by-Sands near Carlisle. They will be able to link the idea of the Roman empire and Britain to their learning.
- In Year 5/6 children learn about the Anglo Saxons and Vikings. By learning about the Roman invasion of Britain beforehand, children will have some understanding of the historical context for when the Anglo Saxons migrated. It will also allow children to continue to develop their chronological awareness and develop a 'big picture' understanding of the different invasions or groups of settlers that have shaped British history.

- Developing an understanding of the term 'empire' within the Roman context, will enable children to link and transfer their knowledge to work touching on the British Empire in Year 5/6 in their globalisation and trade learning.
- In Year 5/6, children will study a thematic unit called, Medicine through History. Within this they will look at the perspectives of Romans in their treatments of illnesses and diseases. Prior knowledge of the Romans would allow them to chronologically place them and provides a good point to look at continuity and change throughout history.
- In Year 5/6, children will study 'Migration'. One of the many migratory groups were the Romans. Having seen how the Romans invaded Britain in LKS2, they will understand the context for why many soldiers decided to stay and live in Britain permanently.

Outline of the Learning Journey

WHAT IS AN EMPIRE? HOW DID THE ROMANS CHANGE THE LIFE OF PEOPLE LIVING IN BRITAIN?		
<u>Individual Lesson Enquiry Questions</u>	<u>Threshold Concept Focus (First-Order Concepts)</u>	<u>Core Concept Focus (Second-Order Concepts)</u>
Why did the Romans leave sunny Italy to invade a cold island on the edge of the empire?	Migration and Movement Power and Authority	Cause and Consequence Chronology
How were the Romans able to keep control over such a vast empire?	Power and Authority	Significance
Why did Boudica stand up to the Romans and what image do we have of her today?	Power and Authority	Cause and Consequence Significance
How did the Roman invasion change life in Britain?	Trade Farming Religion Leisure	Continuity and Change
What can we tell about life in Roman Britain from a local Roman fort?	Migration and Movement Power and Authority Trade Religion Leisure	Interpretation - Using, Understanding and Analysis Sources
How did the Romans change the life of people living in Britain and does their invasion of Britain affect us today?	See Above	Communicating History

Useful Websites and Places to Visit

Many of the English Heritage sites are free to visit

- English Heritage Roman Fort, Birdoswald in Brampton, Carlisle - <https://www.english-heritage.org.uk/visit/places/birdoswald-roman-fort-hadrians-wall/>
- English Heritage, Hadrian's Wall - <https://www.english-heritage.org.uk/visit/places/hadrians-wall/>
- English Heritage, Hardknott Roman Fort, Eskdale - <https://www.english-heritage.org.uk/visit/places/hardknott-roman-fort/>
- English Heritage, Housesteads Roman Fort - <https://www.english-heritage.org.uk/visit/places/housesteads-roman-fort-hadrians-wall/>
- English Heritage, Ravenglass Roman Bath House - <https://www.english-heritage.org.uk/visit/places/ravenglass-roman-bath-house/>
- Tullie House Museum, Carlisle - <https://tullie.org.uk/>
- Vindolanda, Roman Fort and the Roman Army Museum - <https://www.vindolanda.com/>
- High Street Roman road - <https://www.lakedistrict.gov.uk/learning/archaeologyhistory/high-street-roman-road>
- Cartoon videos and bite-sized information on the Romans in Britain - <https://www.bbc.co.uk/bitesize/topics/zqff34j>
- Information and facts - https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/roman_britain/roman_britain.html
- Information and facts - <https://www.primaryhomeworkhelp.co.uk/Romans.html>

National Curriculum Links

- The Roman Empire and its impact on Britain
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history
- Establishing clear narratives within and across the periods they study - *link to Iron Age learning in Year 3/4 and future learning about the Anglo Saxons and Vikings in Year 5/6*
- Address and sometimes devise 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
- a local history study - a depth study linked to one of the British areas of study listed above - *choose from a Cumbrian, Roman fort or site, eg. Birdoswald*

Misconceptions

- Chronology/change - anachronism and no sense of duration. Without a sound grasp of the sequence and duration of events, history can appear disjointed and episodic. Good history requires a sense of what belongs in different periods and societies. This will come through good use of artefacts, sources and making comparisons and seeing changes over time.
- A common characteristic is children dismissing people in the past as amusing, brutal and inferior compared with today. They find it difficult to see that people in the past could not see what was happening to them with the clarity we see things today. It might be shown in a lack of respect and care for past people and situations, perhaps seeing them as two-dimensional, unchanging, and without complexity or inconsistency. This is challenged through careful study of the Iceni tribe and Boudica, seeing the Celts as real people facing challenges.
- Children may not make links between different ideas.

- I just want the right answer. Children should understand the grey areas, inconsistencies and different perspectives that affect historians interpretation of the past. Children should also begin to develop an understanding that historical interpretations are changing and people's voices that were once hidden are being revealed as our current thinking and culture changes.
- Not really grasping how sources can be used properly. Sources are accepted at face value and can be trusted. Also adopting a formulaic, defeatist attitude towards source material, e.g. no one is alive today to prove it, or all sources are characterised by bias, lies, misunderstanding or dogmatism. Children may not really know what many past sources looked like because they have not seen them and perhaps only view them in teacher-simplified versions such as brief extracts or worksheets.