

<b><u>Curriculum Rationale</u></b>	<b>Curriculum Big Question:</b> <i>What was the impact of the Roman Empire on Britain?</i>	<b>Targeted phase:</b> LKS2 - Year 4
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	Curriculum Content	
<b>What prior knowledge needs to be used?</b> - Who lived in Britain before the Romans came? Why would anyone want to come to Britain-linked to the Celts and Iron Age topic? What life was like before the Romans arrived - needed to support end assessment. What Religious beliefs were held prior to the Romans settling? How were settlements arranged before the arrival of the Romans?	<b>Chronology</b>	<b>Communicating History</b>
<b>About the Unit</b>	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Using specialist dates and terms, and by placing the Romans and events studied into different periods (century, decade, Roman, BC, AD, BCE, CE...).</li> <li>Making some links between and across periods from Iron Age to Roman invasion and settlement, including aspects such as the differences between clothes, food, buildings or transport.</li> <li>Identifying where the Roman period fits into a chronological framework by noting connections, trends and contrasts over time.</li> </ul>	<p><i>(Including tier 2 vocabulary and tier 3 vocabulary)</i></p> <p>Ask and answer questions using appropriate historical language and specialist terms. Construct responses that are formed from relevant historical facts and sources.</p> <p>Demonstrate a knowledge of how things change over time using relevant historical data and terms, including dates and terminology.</p>
<p><b>What knowledge and procedures need to be learnt by the end point?</b></p> <ul style="list-style-type: none"> <li>Children need to develop an understanding of who the Romans were and why they invaded Britain and settled there.</li> <li>To Know how Britain resisted the invasion and why the Roman Army were so successful; developing acknowledge of key historical vocabulary and how to use this effectively.</li> <li>Explore and begin to understand how the Romanisation of Britain demonstrates how Britain has been influenced by the wider world.</li> <li>Analysis of a range of sources and evidence of the time as a way of investigating the past, including visiting the remains of a Roman fort.</li> </ul> <p><b>Why are these important?</b></p> <ul style="list-style-type: none"> <li>To develop an understanding of the past and how Britain came to be how it is today.</li> <li>To know key figures and events during this time and make links between the Romans and Britain today.</li> <li>To recognise local landmarks/places of heritage that can be traced back to Roman times and understand what is a trusted source through developing source analysis skills and the ability to both ask and answer questions about the past.</li> </ul> <p><b>Which threshold concepts need to be emphasised?</b></p> <ul style="list-style-type: none"> <li>Chronology</li> <li>Communicating history</li> <li>Investigating the past</li> <li>Thinking like a historian</li> </ul> <p><b>How will you assess if the knowledge and procedures have been secured?</b></p> <ul style="list-style-type: none"> <li>Each lesson to begin with a 3 question recap about prior learning</li> <li>End of lesson self-evaluation by pupils through assessment question.</li> </ul>	<b>Investigating the past</b>	<b>Thinking like a historian</b>
	<p>Interpretation of evidence and enquiry (source tasks)</p> <ul style="list-style-type: none"> <li>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> </ul>	<p><b>Change and continuity</b> - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods/societies? How was this change brought about?</p> <p><b>Cause and consequence</b> - what were the causes of events in the past and their effects? Identify and give reasons for and results of historical events, situations and changes.</p> <p><b>Significance</b> - what is the significance of</p>

<ul style="list-style-type: none"> <li>End of unit assessment.</li> </ul> <p><b>How will this create readiness for subsequent units?</b></p> <ul style="list-style-type: none"> <li>Introduces specialist terms such as invasion, settlement and how Britain has been influenced by the wider world.</li> <li>Introduces vocabulary key to chronology.</li> <li>Introduces the religion of Christianity to be further explored in Anglo-Saxon unit.</li> <li>Develops links from prior learning, current learning and future learning.</li> <li>Deepens the understanding of what a 'source' is and how the past is communicated today.</li> </ul>		certain people/events? How does our understanding of the past help us to make sense of the present?
	<b>Wider Curriculum Links:</b>	
	Career: Historian, researcher, teacher, archaeologist,	PSHE: Discussion around diversity within the local culture and prevalence of this today. Children given the opportunity to have discussions and construct arguments, giving their own opinions around the idea that immigration and diversity are a new one.
	British Values: Diversity, tolerance, liberty, respect.	Virtues: Pupils gain an understanding and appreciation of the past and how it has shaped life today, helping pupils make sense of the present and form opinions around which innovations/changes have had a greater impact than others.

<b><u>Sequential components of learning</u></b>	Romans and where they came from.	Roman Empire and its army	Romans invaded Britain	British resistance - a case study of Boudica	Onwards and upwards!	'Romanisation' of Britain - how it changed?	Assessment task: A choice of task
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
Background information and prior knowledge acquisition  <b>Introduction</b>	<b>Who were the Romans and where did they come from?</b> <ul style="list-style-type: none"> <li>Who were the Romans?</li> <li>Where did they come from?</li> <li>To understand the word 'Empire'.</li> </ul>	3 question recap about prior topic - the Stone Age - <ol style="list-style-type: none"> <li>What did you find out about the Stone Age?</li> <li>What are the three periods within the Stone Age?</li> <li>What changed during the Stone Age period?</li> </ol> Introduce new topic:	Resources uploaded to give a broad spectrum of activities and breadth to the curriculum. Specific worksheets/PPoints available as well as links to video clips and links to websites featuring artefacts and oral history.

<p><b>Rationale:</b> Give general background information about who the Romans were and build on/link to Stone Age to begin to develop an understanding of how Britain has been influenced by the wider world.</p>	<p><b>Chronology:</b> Placing the Romans on a timeline and knowing where they fit in time in relation to other events.</p> <p><b>Investigating the past:</b> Understand that different versions of the past may exist and be able to explore and give reasons for facts believed to be true/false.</p> <p><b>Think like a historian:</b> Link reasons for the growth of an empire to the key themes of power, society, conflict and empire.</p> <p><b>Communicating history:</b> Be able to select and organise relevant information that develop a profile about who the Romans were.</p>	<ul style="list-style-type: none"> <li>● Children sharing what they already 'know' on post-it notes <ul style="list-style-type: none"> <li>○ Opportunity to discuss existing knowledge and address misconceptions</li> </ul> </li> <li>● Children to identify questions they want to explore/what they want to find out through devising historically valid questions <ul style="list-style-type: none"> <li>○ Refer to prior learning on the Stone Age and what was discovered in this topic in order to compare/contrast</li> </ul> </li> <li>● Refer to a timeline to see if children can order Romans against the Stone Age period <ul style="list-style-type: none"> <li>○ Do Romans come before/after Stone Age?</li> <li>○ Do pupils know what the terms BCE/CE and BC/AD mean? If not, see home task.</li> </ul> </li> <li>● Use an atlas/ICT research to identify countries in the Roman Empire.</li> </ul> <p>Tasks could include:</p> <ul style="list-style-type: none"> <li>● Create a word bank around key terms - Empire, legionaries and auxiliary soldiers, AD/BC and BCE/CE etc</li> <li>● Create a knowledge grid around facts known about Romans and add questions that they want to address</li> <li>● Create/add to a timeline using events and cards, post-it notes, ICT etc. Include past historical knowledge and add key Roman events discussed so far.</li> <li>● Label the countries included in the Roman empire.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Pupils to identify something they know now that they didn't know at the beginning of the lesson. Can they link/compare this to prior learning of knowledge of Britain today?</li> </ul> <p>Home task:</p> <ul style="list-style-type: none"> <li>● If pupils don't know the meaning of the terms BCE/CE and BC/AD they need to find this out before next lesson.</li> </ul>	<p><a href="http://primaryfacts.com/1181/who-were-the-romans-and-where-did-they-come-from/">http://primaryfacts.com/1181/who-were-the-romans-and-where-did-they-come-from/</a></p> <p><a href="http://downloads.bbc.co.uk/history/handsonhistory/romans_intro.pdf">http://downloads.bbc.co.uk/history/handsonhistory/romans_intro.pdf</a></p> <p>Timeline - <i>to be developed during every lesson - see google slides</i></p> <p>Post-it notes</p> <p>Thought boxes for children to populate</p> <p><b>Key Vocabulary:</b> ancient, empire, Roman, Roman Empire, Rome, Italy, civilisation, army.</p>
<p>Roman Empire and its army</p> <p><b>Rationale:</b> Provide a general background about the Roman empire that builds upon 'where</p>	<p><b>What was the success behind the growth of the Roman Empire?</b></p> <ul style="list-style-type: none"> <li>● Which lands did the Roman empire cover?</li> <li>● How did they manage to conquer so many countries?</li> <li>● Who made up the Roman army?</li> <li>● What does this tell you about the</li> </ul>	<p>3 question recap about prior learning</p> <ol style="list-style-type: none"> <li>1. Where did the Romans come from?</li> <li>2. What is an Empire?</li> <li>3. Why was the Roman civilisation thought to be advanced?</li> </ol> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>● Sharing a video or powerpoint to introduce/recap the topic <ul style="list-style-type: none"> <li>○ Who were the Romans?</li> <li>○ Where did they come from?</li> <li>○ Where is Rome?</li> </ul> </li> </ul>	<p><a href="https://www.dkfindout.com/uk/history/ancient-rome/roman-army/">https://www.dkfindout.com/uk/history/ancient-rome/roman-army/</a></p> <p><a href="http://www.primaryhomeworkhelp.co.uk/romans/legion.html">http://www.primaryhomeworkhelp.co.uk/romans/legion.html</a></p> <p><a href="https://www.knowtheromans.co.uk/roman-army/">https://www.knowtheromans.co.uk/roman-army/</a></p>

<p>they came from' and begins to introduce concepts of power</p> <p>to where the</p>	<p>nationality of soldiers in the army?</p> <ul style="list-style-type: none"> <li>● How did the appearance and equipment support the soldiers?</li> </ul> <p><b>Chronology:</b> correctly place events during the growth of the empire on a timeline.</p> <p><b>Investigating the past:</b> Use sources as a basis of research in order to begin to form ideas and questions that help to inform the development of answers around an theme.</p> <p><b>Think like a historian:</b> Understand the causes for Roman invasion of different countries and the similarities/differences for their success.</p> <p><b>Communicating history:</b> Ask questions about the power of the Roman army and use correct terminology and vocabulary to record answers.</p>	<ul style="list-style-type: none"> <li>○ What does the word 'Empire' mean? Look at the etymology of the word empire.</li> <li>○ What were the key dates in helping the empire grow?</li> <li>○ Who were the emperors at each point?</li> <li>○ What was the Roman's great strength?</li> <li>○ What type of soldiers made up the Roman army that invaded Britain?</li> </ul> <ul style="list-style-type: none"> <li>● Consider the different roles in the army by exploring the different types of soldiers and explore the different formations that made up the Roman army. Refer to terms such as technology, organisation, diet etc. Consider the different nationalities that make up the Roman army - how would this impact on the countries being invaded?</li> <li>● Look at Roman clothing for soldiers of different ranks and note differences/similarities.</li> <li>● Explore why the Roman Army were able to conquer lands so successfully - discuss power,</li> </ul> <p>Tasks could include:</p> <ul style="list-style-type: none"> <li>● Chronicle the key events of the growth of the Roman empire, including date, who, what, where and why - challenge: identify a pattern or reasons from detailed facts collated.</li> <li>● Consider the qualities of a Roman soldier and write a letter of application to join the Roman army, explain why you want to join and use correct terminology to explain your own qualities.</li> <li>● Add to the labelled map from previous lesson to show the growth of the Roman empire, labelling with text boxes to include dates, name of emperor, size/impact of army etc.</li> <li>● Label images of two Roman soldiers of different ranks and explain the differences/similarities.</li> <li>● Create a diagram to represent the organistaion of the Roma army.</li> </ul>	<p><a href="https://slideplayer.com/slide/2796117/">https://slideplayer.com/slide/2796117/</a></p> <p>Images of Roman soldiers</p> <p><b>Key vocabulary:</b> technology, organisation, diet, territory, invasion, citizen, legion, soldier, centurion, service, armour, bow and arrow, slingshot, catapult, calvary, century.</p>
<p>Romans invaded Britain</p> <p><b>Rationale:</b> Understand how the way people lived impacts and shapes this nation. Develop historical key vocabulary to help construct informed responses.</p>	<p><b>Why did the Romans invade Britain?</b></p> <ul style="list-style-type: none"> <li>● Who were the emperors who invaded Britain (unsuccessfully and successfully)?</li> <li>● When were the invasions planned to/did take place?</li> <li>● When was Britain conquered by the Romans and who was the emperor?</li> <li>● To know the meaning of the word 'territory'.</li> </ul>	<p>3 question recap about prior learning</p> <ol style="list-style-type: none"> <li>1. How far did the Roman empire stretch? Name the areas as they are known today.</li> <li>2. Why do you think the empire grew so large?</li> <li>3. Describe a Roman soldier using correct terminology.</li> </ol> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>● Revisit knowledge of Stone Age to decipher why Romans would want to invade.</li> <li>● Recap prior knowledge of what an emperor is? Can the children think of any emperors they have come across in</li> </ul>	<p>Horrible Histories: <a href="https://www.youtube.com/watch?v=475sbcUj9t4">https://www.youtube.com/watch?v=475sbcUj9t4</a> <a href="https://www.dailymotion.com/video/x2zkxrg">https://www.dailymotion.com/video/x2zkxrg</a></p> <p>Maps of the invasion. Range of images or artefacts.</p>

<p>Build on prior learning and make links between Stone Age and Roman invasion.</p>	<p><b>Chronology:</b> To examine and know the order of events during the different Roman invasions of Britain in relation to other key time periods. To recognise why terms change depending upon time.</p> <p><b>Investigating the past:</b> Use trusted sources to analyse and explore to build understanding of historical events.</p> <p><b>Think like a historian:</b> Link events during this time period with those from the Stone Age and understand why Romans would invade Britain, Ask questions about evidence presented by artefacts.</p> <p><b>Communicating history:</b> Record events using correct terminology and link to key themes.</p> <p><b>Key themes:</b></p> <ul style="list-style-type: none"> <li>● Conflict</li> <li>● Power</li> <li>● Empire</li> </ul>	<p>different subjects? Maybe link to RE teaching.</p> <ul style="list-style-type: none"> <li>● Watch Horrible Histories videos about Roman invasions. <ul style="list-style-type: none"> <li>○ Opportunity for children to take notes about timings of invasions, leaders, who was invaded, levels of success and any other relevant details.</li> </ul> </li> <li>● Share powerpoint/google slides presentation outlining main reasons for invasion. Explore the difference in meaning between invading, immigration and settling.</li> <li>● Use a timeline to show the time difference between the invasions - using historical vocabulary, explore the different successes of the invasions. Tell about the two invasions.</li> <li>● Hot seat children as Caesar and Claudius to explain about their invasions.</li> <li>● Explore a range of artefacts and accounts about invasions for children to record what they tell them and think about questions they can draw from these.</li> </ul> <p>Tasks could include:</p> <ul style="list-style-type: none"> <li>● Make a comparison between Caesar's and Claudius' invasions. <ul style="list-style-type: none"> <li>○ What has changed between the invasions?</li> <li>○ Why did Claudius invade when he did?</li> </ul> </li> <li>● Research key question (s) and present findings in a report written chronologically with reference to evidence sources.</li> <li>● Create a physical timeline to show the periods in history that made Britain desirable for a Roman invasion.</li> </ul>	
<p>British resistance - a case study of Boudica</p> <p><b>Rationale:</b></p>	<p><b>Who was Boudica and why is she remembered today?</b></p> <ul style="list-style-type: none"> <li>● How did the Britons defend their land?</li> <li>● Who was Boudica?</li> <li>● Why was the significance of her actions?</li> <li>● Why is she remembered today?</li> </ul> <p><b>Chronology:</b> Here students must have a clear understanding of the importance of date order so that simple claims can be made with</p>	<p>3 question recap about prior learning</p> <ol style="list-style-type: none"> <li>1. When did Caesar and Claudius invade Britain?</li> <li>2. What were the reasons behind the different emperors invasions?</li> <li>3. Why was Claudius successful compared to Caesar?</li> </ol> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>● Look at sources about how the Celts lived compared to the Romans and have children use the sources to make comparisons between the lifestyles.</li> <li>● Share different images of Boudica and ask children who she is, along with written descriptions about her. Why might they be different?</li> <li>● Tell the story of Boudica and the rebellion: <ul style="list-style-type: none"> <li>○ Powerpoint</li> </ul> </li> </ul>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j">https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j</a></p> <p><b>Key vocabulary:</b> territory, invasion, resistance, revolt, tribes, sources, reliable, bias.</p> <p>Sources - written accounts about Boudica</p> <p>Images of Boudica and the Iceni tribe.</p> <p>Comparison boxes for children to populate</p>

	<p>regards to the cause and consequence of the revolt.</p> <p><b>Investigating the past:</b> To use sources from the past to explore people and events during different time periods and the <b>significance</b> of individuals and main events</p> <p>Use sources to explore if history relates an accurate picture of Boudica and develop questions.</p> <p><b>Think like a historian:</b> Understand that some versions of the past may exist from different sources and begin to give question and present answers as to why this might be.</p> <p><b>Communicating history:</b> Develop arguments about the reliability of sources and ask questions around why some sources may not be fully trustworthy.</p>	<ul style="list-style-type: none"> <li>○ Video clips</li> <li>○ Story card ordering - including some that would not fit to develop debate and investigation</li> </ul> <ul style="list-style-type: none"> <li>● Explore the main events in the revolt by Boudica and the subsequent outcome that was achieved?</li> <li>● Explore reasons why some tribes revolted and some joined the Romans.</li> </ul> <p>Tasks could include:</p> <ul style="list-style-type: none"> <li>● Conscience alley - was Boudica a hero or villain?</li> <li>● Write diary entries from both sides points of view. Challenge children to explain why there would be differences in the accounts and view points.</li> <li>● Storyboard the events chronologically.</li> <li>● Complete a grid to show what is known about Boudica and what source provided the information - challenge pupils to identify which sources are strong and say why.</li> <li>● Provide targeted questions to be answered around a text.</li> <li>● Was this the first ‘Girl power’? Explain using historical language and examples to back up ideas from records, artefacts etc</li> <li>● ‘Not all primary source information about Boudica can be accepted as reliable’. Write a detailed explanation of why this might be a true or false statement.</li> </ul> <p>Home task:</p> <ul style="list-style-type: none"> <li>● What other resistance did the Roman armies face?</li> <li>● Where is Segedunum? What can you deduce from the name of the location? (To support learning in next lesson)</li> </ul>	
<p>Onwards and Upwards</p> <p><b>Rationale:</b> To use sources as a basis for research and apply to understand how evidence is used to make historical claims.</p>	<p><b>What happened after the revolt by Boudica’s Iceni army?</b></p> <ul style="list-style-type: none"> <li>● Why did the Romans build roads?</li> <li>● What did ‘settlements’ look like and how they changed to towns?</li> <li>● Why was Hadrian’s wall built?</li> <li>● Local history about Roman occupation of Britain.</li> </ul> <p><b>Chronology:</b> Continue to track events in time order and understand the influence these events had on Britain.</p>	<p>3 question recap about prior learning</p> <ol style="list-style-type: none"> <li>1. Why did Boudica revolt?</li> <li>2. What impression is given of Boudica?</li> <li>3. How reliable were the written sources? Why?</li> </ol> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>● Discuss how the Romans were able to secure most of the south of the British Isles following this. Use a map to show the areas occupied.</li> <li>● Pose the question around how the Romans were able to move quickly? Introduce concept of Roman roads. Why would roads be needed? Were all Roman roads straight?</li> <li>● Refer back to the settlements of different tribes in Britain. Introduce the idea that Romans developed towns. Consider the idea that Romans introduced environmental change due to the changes they made on the British landscape. Consider</li> </ul>	<p>Map of Britain</p> <p>Online tours of forts/ Roman museums</p> <p><b>Arrange a visit</b> to a Roman Fort or have an expect visit the school.</p> <p>Key vocabulary: archaeology, archaeologists, fort, conquest, Arbeia, diversity, artefacts.</p>

	<p><b>Investigating the past:</b> Use maps and sources to identify events. Visit local archaeological excavations to explore ‘first hand’ evidence.</p> <p><b>Think like a historian:</b> Explore the significance of the Roman continued occupation of Britain and the changes that were witnessed during this time.</p> <p><b>Communicating history:</b> Question events and construct arguments for and against Roman actions.</p>	<p>continuity and changes that occurred.</p> <ul style="list-style-type: none"> <li>● Visit a local Roman Fort (Arbeia, Segedunum) and experience a day in the life of a Roman soldier. Have children write a list of questions that they want answering as part of the visit.</li> <li>● Take a virtual tour of a Roman Fort.</li> </ul> <p>Tasks could include:</p> <ul style="list-style-type: none"> <li>● Complete a time line of conquests/add to an existing time line with new conquests.</li> <li>● Pose the question: The Roman invasion introduced diversity to Britain - discuss. Have children show an understanding that the Roman army was made up of people from many parts of the empire and many settled in Britain introducing a diverse population.</li> <li>● Following a visit to one of the local forts, have pupils consider the artefacts they have seen - why are they important today? What is their purpose? How do we know about the Romans today? Create a job description for an archaeologist and list specific skills required to be successful.</li> </ul>	
<p>‘Romanisation’ of Britain - how it changed?</p> <p><b>Rationale:</b> The purpose of this lesson is to show how Britain have been influenced by the wider world and the significance of these changes on life today.</p>	<p><b>What did the Romans ever do for us?</b></p> <ul style="list-style-type: none"> <li>● What is the significance of the Roman invasion?</li> <li>● Link to the Stone Age unit, what was a typical settlement like before the Roman invasion?</li> <li>● What did they bring to Britain?</li> <li>● What changes still have an impact on Britain today?</li> </ul> <p><b>Chronology:</b> Pupils will recognise the influence the past has on today.</p> <p><b>Investigating the past:</b> Use of resources/artefacts and images will aid discussion around time related pieces.</p> <p><b>Think like a historian:</b> Children will begin to ask questions about objects and events in order to identify the their significance and recognise what has changed or stayed the</p>	<p>3 question recap about prior learning</p> <ol style="list-style-type: none"> <li>1. How did Britons live before the Romans came?</li> <li>2. What changes took place in Britain between the rule of Emperor Claudius and Emperor Hadrian?</li> <li>3. Think back to the first lesson - what inventions are Romans accredited with?</li> </ol> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>● Watch a video about the changes and innovations that were brought about by the Romans.</li> <li>● Further discuss innovations - build on prior learning in the unit. Challenge around the notion that all innovations could be credited to the Romans.</li> <li>● Provide a range of images that are thought to be invented by the Romans and place face down on the table, under a cloth or in a bag. Pupils to select each image and discuss if a Roman invention and provide reasons/explanations for their views. Each image to be discussed as required to address misconceptions.</li> </ul> <p>Tasks could include:</p> <ul style="list-style-type: none"> <li>● Pupils to order innovations according to their viewpoint about most influential today to least influential. Record written</li> </ul>	<p><a href="https://vimeo.com/164710804">https://vimeo.com/164710804</a></p> <p>Images/artefacts of items created/developed/introduced to Britain by the Romans</p>

	<p>same over time periods.</p> <p><b>Communicating history:</b> Pupils will be able to construct arguments based on artefacts and events and use correct vocabulary and terminology to relate ideas.</p>	<p>explanations for choices.</p>	
<p>Assessment task:</p>		<p><b>Retrieval quiz</b> - see folder. Depending upon cohort this can be given as multiple choice (as prepared) or could have an answer box for more able pupils.</p> <p><b>Chronology check</b> - This can be differentiated by given dates and events to be simply added to the timeline, with appropriate gapping, the dates and events separated to be matched and then added to timeline or just events or dates to challenge memory and what happened when.</p> <p><b>Extended written piece</b> - choice of task - see slides.</p> <ul style="list-style-type: none"> <li>• <i>Suggested Assessment Task: The Roman invasion introduced diversity to Britain - discuss.</i></li> </ul> <p>This is a challenging task and will require pupils to have a secure knowledge and understanding of what has been discussed previously. To differentiate you will need to provide prompts to support pupils with linking invasions and outcomes within the empire. Ultimately the children will begin to realise that the Britain has always been multicultural and that this is not new. Provide pupils with the map to help support their argument.</p> <ul style="list-style-type: none"> <li>• <i>Alternative Assessment Task: The Roman Empire's impact on Britain.</i></li> </ul> <p>This brings together all the different areas covered in previous lessons and relies on use of resources to be referred to.</p>	<p>Knowledge quiz for each pupil.</p> <p>Time line and events/dates.</p> <p>Word banks/ possible writing scaffolds</p>

**Key stage 3 progression**  
Key skills/features needing introducing in readiness for successful KS3 transition:

<b>Session:</b>	<b>Understanding of context:</b>	<b>Appreciation of chronology:</b>	<b>The student academic outlook:</b>
<b>Who were the Romans and where did they come from?</b>	In this lesson this will manifest itself through the understanding of change over time especially using technology as a focal point.	Here students must have a clear understanding of the importance of date order and how it helps us place historical eras and thus make understanding these civilizations much easier.	Develop the strategies needed to record and explain history in an academic way using key words such as however, because and therefore.
<b>What was the success behind the growth of the Roman Empire?</b>	Concept is quite challenging here but at KS3 students need to have a solidified appreciation of what empire means and some workable examples in action - compare and contrast British with Roman for example. Variation of context helps students further in their academic career.	Here students must have a clear understanding of the importance of date order so that simple claims can be made with regards to the timing of empire growth.	Use correct terminology and examine the etymology of the key word such as Empire so that students have a broader understanding of historical nuances and challenging concepts.
<b>Why did the Romans invade Britain?</b>	Invasion and other military concepts older students like - but it is important that they see this through a broader spectrum with background context evaluated so that they have a firm base for why conflict happens - ie political, social, economic reasons.	Here students must have a clear understanding of the importance of date order so that simple claims can be made with regards to the timing of the invasion and why this hadn't been prudent or possible before.	Use correct terminology and examine the etymology of the key word such as Invasion. Be able to appreciate, at a simple level, the terms of reliability, bias, trust, provenance when referring to historical sources. At KS3 the importance of questioning things is vital - please encourage students to question every source, every fact
<b>Who was Boudica and why is she remembered today?</b>	Building on the previous lesson - context of rebellion and the reasons behind it. Cause and effect is a good concept to use here to show how a small rebellion can grow into something bigger - long and short term impacts is also a way of thinking our older students struggle with.	Here students must have a clear understanding of the importance of date order so that simple claims can be made with regards to the cause and consequence of the revolt. As the students grow in historical confidence introduce the notion of historical reasoning - why did Boudica feel the time was right for rebellion? Can this be set alongside other time periods?	Use correct terminology and examine the etymology of the key words. Be able to appreciate the role of the individual in history and compare and contrast the impact of people compared to events - are events simply actions of the people? Higher order thinking here. Historical texts are also an area where the students struggle - any chances to include complex historical texts would make a huge difference.
<b>What happened after the revolt by Boudica's Iceni army?</b>	This lesson is where history comes to life and where a local context can be developed. It is incredible how little students at KS3 know about their local history so this lesson is great to help bridge that gap.	Development over time is critical in this lesson. How forts or other Roman dwellings changed over time and what this says about technology and design. Again,	Be able to appreciate the role of the individual in history and compare and contrast the impact of people compared to events - are events simply actions of the people? Higher order

	Encourage students to visit places such as Segedunum and in the resources section we have included a link to trips either within or out of school.	it is crucial that the students develop a clear appreciation of the Roman period being one of diversity and development not one static entity	thinking here. Historical artefacts or sites. Why they are so important to historical understanding and what gaps in student knowledge remains.
<b>What did the Romans ever do for us?</b>	This lesson is all about the impact and legacy of Rome. With that in mind it is critical to progression that all students understand the positive and negative connotations of Roman rule. Use oral questioning to assess the appreciation of context within these parameters so that in Y7 students would have a go-to plan on Roman legacy which can be built upon in the future.	Development over time is critical in this lesson. What lasting legacy did the Romans leave and how far has it lasted until modern times.	This is all about the bigger picture for progression through the key stages. Students must have harvested multiple banks of knowledge which they can tap into when required. One of the issues in KS3 is the lack of historical factual knowledge. What the Romans did for us is a perfect opportunity for all students to recall knowledge from various times through the Roman period and explain them in context.