

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Romans	3	Summer 1	12+ Hours
End of Key Stage Objectives.	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Recognise events beyond living memory that are significant nationally or globally.</li> <li>• Demonstrate an understanding of chronological order in history beyond 1066.</li> <li>• Understand the Roman Empire and its impact on Britain including - Julius Caesar's attempted invasion in 55-54 BC, The Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall and British resistance – Boudicca</li> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>• Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>			
End of Unit Objectives.	<ul style="list-style-type: none"> <li>• I can place Roman Britain onto a timeline in chronological order.</li> <li>• I can understand how and why the Romans invaded.</li> </ul>			

- I can explain how the Romans were successful in battle.
- I can understand why the Romans built Towns and Roads.
- I can explain what a 'rebellion' is and give examples.
- I can articulate the impact the Romans had on Britain.
- I can view different sources of information and see how events may seem similar or different.
- I can identify the changes throughout the Roman era.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hour	<p><b>Who were the Romans and How did they build their Empire?</b></p> <p><b>Key Vocabulary:</b> Empire, Invasion, Conquest, BC, AD</p>	<p>Use the Lesson Presentation to share questions to find out what the children already know about the Romans. With their partner, ask the children to consider the questions and feed back to share their ideas. Discuss the concepts of empire, invasion and conquest and address any misconceptions. Ask the children what they would like to find out about during this topic and compile a list of questions. Highlight the key vocabulary for the lesson. Show where the Romans fit in with other time periods that the children may have heard about. Recap on the meaning of BC and AD. Introduce the topic by describing how Rome began – through the legend of Romulus and Remus. Discuss the monarchy and how important the citizens then became when Rome became a republic. Allow the children to ask questions and note down key facts along the way. Roman Influence Grows: Explain to the children that during the years of the Republic, Rome</p>	<p>Lesson Presentation</p> <p>BBC Bitesize</p> <p><a href="#">Ancient Rome   Know the Romans</a></p> <p><a href="#">Introduction to Ancient Rome - BBC Bitesize</a></p>

		<p>grew stronger. With a well-trained and highly organised army, it was able to expand its borders across all the Italian peninsula and overseas. Can children explain how the Roman Empire became the largest empire of the ancient world? The Spread of the Roman Empire: Show the spread of the Roman Empire over time on the Lesson Presentation. Ask the children to look at the final map of the Roman Empire and ask if they can identify any countries that were part of the Roman Empire. Look at how Rome was able to develop trade across the empire and bring all sorts of goods into Rome. Can children describe what an empire is?</p> <p>Ask the children to work in pairs to discuss what we can learn about ancient Rome from the historical sources. Discuss together what the children have found out and any simple deductions made. Can children use historical sources to discuss the past?</p> <p>Children order the picture cards and complete the written task. Can children describe the development of Rome from settlement to empire? Children cut out the picture cards and place them in the correct order. Then, fill in the gaps in the captions underneath each picture. A word bank is provided containing the missing words. Children cut out the picture cards and place them in the correct order. Then, write some sentences to describe the development of Rome into an empire. A sentence starter and prompt words are provided for support</p>	
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Lesson 2	1 hour	<p>Why did the Romans invade?</p> <p>Key Vocabulary: Artefacts, Empire, Invasion, Warriors, Battle, Armour, Written Evidence, Julius Caesar</p>	<p>Use the Lesson Presentation to share the artefact image. Direct the children to look carefully at the artefact and answer the questions. Take feedback and tell the children that the Waterloo Helmet was too impractical for use by warriors in battle and discuss why. Discuss any prior knowledge about the Celts from previous learning using the Battersea Shield artefact as a possible prompt. Then, recap on when the Roman Empire began and ended using the timeline. Can the children recall from Lesson 1 what ensured the Romans were able to build such a huge empire? Review the map of the Roman Empire before the first invasion in 55 BC. Use the information about Julius Caesar and Emperor Claudius in the Lesson Presentation to begin a discussion about the Romans' interest in Britain. Allow the children to ask questions and note down key facts along the way. Look at what Julius Caesar wrote about the Celts. Introduce the enquiry question to the children. Children then work in pairs to identify other reasons for invasion found in the historical sources on the Lesson Presentation (a separate paper copy Why Did the Romans Invade Britain? Sources Sheet is provided for the children if needed). In this part of the session, there is an opportunity to sensitively discuss the issue of enslavement when you consider the questions 'Why do you think Strabo listed enslaved people alongside other products? Do you think this is right?' Discuss together what the children have found out. Continue with the Lesson Presentation and begin to focus on the Roman invasions of Britain in 55 BC, 54 BC and AD 43. Discuss</p>	<p>Why Did the Romans Invade Britain? Sources Sheet</p> <p>The Roman Invasions of Britain Activity Sheets – Mind map and Timeline</p> <p><a href="#">How the Romans conquered Britain - BBC Bitesize</a></p>
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Lesson 3	1 hour	<p><b>Why Did the Romans Build New Roads and Towns?</b></p> <p><b>Key Vocabulary:</b></p>	<p>Recap the learning from the previous lesson about the Roman invasions.</p> <p>Consider what life was like in Britain before the Romans arrived and why the Romans wanted better roads. Ask the children to work in pairs to discuss and think of three possible reasons why the Romans wanted to build new roads. Collect the children's ideas and then look at the</p>	<p>Map of Roman Roads and Towns Resource Sheet</p> <p>Looking at Objects from Roman Britain Activity Sheets</p> <p>Roman Towns Activity Sheet</p>

		<p>Forum, Amphitheatre, Basilica, Roads, Towns, Structure, Source</p>	<p>reasons displayed on the Lesson Presentation. Which Roman road is closest to the locality that the children live in? Consider the towns and areas of the country that the roads helped link together. Look at the photographs showing some Roman roads. Look at how the Romans built their roads. Draw the children's attention to the different road layers in the diagram. Why are many (but not all) Roman roads so well preserved? Can children describe how Roman roads were designed and constructed? Why they needed these layers?</p> <p>Next, consider how the Romans planned the towns that they built. Look at the plans and photographs. Discuss the terms used for the special features of Roman towns, such as the forum, amphitheatre and basilica. Why did the Romans like living in towns? Can children describe how Roman towns were designed and constructed? - Children create their own town layout.</p>	<p><a href="#">How did the Romans change Britain? - BBC Bitesize</a></p>
Lesson 4	1 hours	<p>Who was Boudicca and why did she lead a rebellion?</p> <p>Key Vocabulary: Celts, Rebellion, AD, Evidence, Wealth, Iceni Land</p>	<p>Use it to recap the learning from the Roman roads and towns lesson. Use the quick matching activity to revisit the features of Roman towns with the children. Ask what Roman towns can the children remember? Tell the children that, today, they are going to learn how some of these towns were destroyed in AD 60/61 when a Celtic queen led a rebellion against the Romans. Consider what life was like for the Celts under Roman rule. In pairs, ask the children to use their previous knowledge of the impact of the conquest to come up with a positive and negative (pro and con) to Roman rule. Highlight the key vocabulary for the lesson. Learn more about the famous Celtic queen. Read the extract written by Cassius Dio.</p>	<p>Lesson Presentation Boudicca's Portrait Activity Sheet Boudicca's Final Battle Activity Sheet</p> <p><a href="#">History KS2: Boudica and The Roman Invasion - BBC Teach</a></p> <p><a href="#">1. Queen of the Iceni - BBC Teach</a></p> <p><a href="#">2. Boudicca's victories - BBC Teach</a></p>

			Ask the children to use the descriptions to draw their own sketch of Boudicca using the Boudicca's Portrait Activity Sheet. Look at other images of her from paintings and figures of her in statues.	<a href="#">3. The final battle - BBC Teach</a>
Lesson 5	1 hour	<p>Who was Boudicca and why did she lead a rebellion?</p> <p>Key Vocabulary: Rebellion, Battle, Evidence, Perspective, Celts,</p>	<p>Recap last lesson.</p> <p>Recount the story of the rebellion focusing on the cause – the treatment of Boudicca and her daughters by the Romans and the confiscations of her wealth and Iceni land. How did Boudicca manage to inspire so many (often warring) Celts to join her cause? How successful was the revolt in the early stages? How did the Romans respond to this threat to their control? Can children explain the causes of Boudicca's revolt in AD 60/61? Read and discuss the speeches that were recorded by Tacitus and said to be given by Boudicca and the Roman Governor Suetonius Paulinus. Look at the information on the Lesson Presentation about the Celtic warriors and the Roman troops. In pairs, children verbally compare and contrast the two sides.</p> <p>Write about the battle using information from the word bank to compare and contrast both armies.</p>	<p>Lesson Presentation</p> <p>Boudicca's Portrait Activity Sheet</p> <p>Boudicca's Final Battle Activity Sheet</p> <p><a href="#">History KS2: Boudica and The Roman Invasion - BBC Teach</a></p> <p><a href="#">1. Queen of the Iceni - BBC Teach</a></p> <p><a href="#">2. Boudicca's victories - BBC Teach</a></p> <p><a href="#">3. The final battle - BBC Teach</a></p>
Lesson 6	1 hour	<p>What was life like as a Roman Soldier?</p> <p>Key Vocabulary:</p>	<p>Linked to last lesson with the battle of the Celts and Romans.</p> <p>Children can label and describe what a Roman Soldier looked like. Why were they all in uniform? What was the importance in this? What was important about their arm</p>	Twinkl

		<p>Helmet, Body Armour, Spear, Tunic, Satchel</p>	<p>+our and weapons? Children can draw their own soldier and label or use a template. When children are finished and have explained what life may have been like as a Roman soldier – travelling, fighting, risk of death or injuries. Learn about the Roman army in more detail and question whether it seemed as luxurious as it looked.</p> <p>Children can also make their own replica roman soldier to take home.</p>	
Lesson 7	1 hour	<p>Why was Hadrian's Wall important?</p> <p>Key Vocabulary: Emperor, Protection, City, Evidence, Layout</p>	<p>Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built (<b>Trip to Uttoxeter</b>) Draw and label the layout of a typical Roman town based on a description only. The objective is to see how closely your labelled drawing resembles the reconstruction by a professional artist that we will look at later - think back to the layout of Wroxeter Roman City to help you.</p> <p>Present the Emperor Hadrian's Wall quiz for children to recall key facts from the Hadrian's Wall lesson. Look at the photographs of the remains of Hadrian's Wall. Ask the children to consider why so much of the structure has survived even after nearly 2000 years. Share their ideas and those on the Lesson Presentation. Tell the children that in this lesson they will see the remains of other structures built by the Romans in the countryside in Britain.</p> <p>Create a blog about our visit to Wroxeter Roman City using Purple Mash</p>	



Lesson 8	1 hour	<p>What was Romans life like?</p> <p>Key Vocabulary: Evidence, Structure Remains, Agriculture, Roman Villas, Towns</p>	<p>Remind the children that the Romans loved living in towns, then pose the question: ‘Why was living in the countryside also important to the Romans?’ Tell them to use the picture clues to help them find some answers. Explore the term ‘agriculture.’ Share the map of Roman villa locations and discuss what children notice. Then, using the photographs on the Lesson Presentation (or the Archaeological Remains Photos Sheet, if needed), ask the children to complete the statements about Roman villas. Can children make deductions about countryside villas from the archaeological evidence?</p> <p>Use the Lesson Presentation to describe to the children how Roman villas were designed and talk about some of the special features that were included. Ask the children to consider how features like Roman underfloor heating worked and then compare and contrast with modern heating systems. Look at and label a floor plan of a Roman villa on the Lesson Presentation, or using the Rooms in a Roman Villa Plan (optional), and discuss the features of the rooms with the children. Refer to the shrine room’s importance for Romans in worshiping their gods and goddesses. Let them know that it was the Romans who brought Christianity to Britain. Can children compare and contrast an aspect of Roman homes with homes today?</p> <p>Use the Lesson Presentation to share information about the daily lives of people who lived on a country</p>	<p>Archaeological Remains Photos</p> <p>Rooms in a Roman Villa Plan</p> <p>Eating and Entertaining Fact Sheet</p> <p>At the Museum Activity Sheet</p> <p><a href="#">Daily life in Roman Britain - BBC Bitesize</a></p> <p><a href="#">What did the Romans bring to Britain? - BBC Bitesize</a></p>
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			<p>villa estate. Tell them about the different roles of men and women. Ask the children to think about how children in Roman times might have spent their day. Introduce the Beachy Head Woman and the Packham Woman and consider what the work of archaeologists can tell us about their lives. Remind the children that many people were enslaved by the Romans and these people would have had no choice where they lived or about the work they had to do. Ask the children to make notes as you use the Lesson Presentation to highlight the Romans' love of entertaining and share some of the new foods that the Romans brought to Britain. Can children make simple deductions from archaeological evidence?</p> <p>Ask the children to imagine that the remains of a Roman villa discovered nearby are opening to the public. Children should read the Eating and Entertaining Fact Sheet to gather information. Then, using the At the Museum Activity Sheet, children complete the museum information board with details about eating and entertaining in a Roman-style villa.</p>	
Lesson 9	1 hour	<p>Why were Claudia and Sulpicia living at Vindolanda?</p> <p>Key Vocabulary: Picts, Emperor, Protection,</p>	<p>Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in 122 AD</p> <p>Discuss what Claudia and Sulpicia were living in Vindolanda (fort at Hadrian's wall)</p> <p>What was the wall protecting?</p> <p>Watch the clips  <a href="https://www.youtube.com/watch?v=pmmfS4Z4Jig">https://www.youtube.com/watch?v=pmmfS4Z4Jig</a></p>	

		Hadrian, Claudia, Sulpicia	<p>Read through the sources of evidence and then identify the following...</p> <p>in red, underline the sentences that tell us what the Picts did that made it so difficult for the Romans to defeat them</p> <p>in green, underline a sentence explaining why Emperor Hadrian was not prepared to continue to try to defeat the Picts</p> <p>in blue, underline a sentence that sums up the main reason why Emperor Hadrian built a wall across northern Britain.</p>	
Lesson 10	1 hour	<p>Why did the Romans organise gladiatorial games?</p> <p>Key Vocabulary: Gladiator, Games, Society, Purpose, Political</p>	<p>Describe what a Gladiator was and what occurred at gladiatorial games</p> <p>Look at different sources of information from books or websites useful to the topic.</p> <p>Go through the purposes of gladiatorial games with the children discussing how they support the political elements of society.</p> <p>Watch <a href="https://www.youtube.com/watch?v=wiEWMTQrxX8">https://www.youtube.com/watch?v=wiEWMTQrxX8</a>" <a href="https://www.youtube.com/watch?v=wiEWMTQrxX8">www.youtube.com/watch?v=wiEWMTQrxX8</a></p>	
Lesson 11	1 hour	<p>Why do we remember the Romans?</p> <p>Key Vocabulary:</p>	<p>Recall key facts from the Romans unit with the children. Remind the children about the significant and lasting influence that the Romans have had on house building and infrastructure (roads). Introduce the term 'legacy' and tell the children that, in this lesson, they will learn even more about the Roman influence on Britain.</p> <p>highlight the key vocabulary for the lesson. recall Britain</p>	<p>On the Podium Activity Sheet</p> <p>Romans Remembered Poster Activity Sheet</p> <p>Romans Remembered Poem Activity Sheet</p>

		<p>Invasions, Battles, Emperors, Influence, Modern, Society, Towns, Roads, Rebellions</p>	<p>as a country before the arrival of the Romans and evaluate the impact they had. Use the Lesson Presentation to display some features of modern Britain. Can the children identify the origins of each one in Roman Britain? Can children evaluate how the Romans were able to change Britain? Ask the children to show how the Romans have influenced Britain by completing the Romans Remembered Poster Activity Sheet or a Romans Remembered Poem Activity Sheet. Here, they should describe some of the lasting legacies of the Roman Empire. They should use what they have learnt in this session and the unit as a whole to document things that they think are the most significant and have had a lasting impact on Britain. Can children describe how the Romans' legacy has influenced modern Britain? 25 mins Children should use the idea bank to support them in completing the poster or in writing their own acrostic poem. Children complete the poster using the template or write their own acrostic poem. Ideas banks are provided to prompt and support. Children create a poster with their own examples using the template or write their own acrostic poem. Ideas banks can be provided for reference. Ask the children to share their poems or posters with their partner and discuss their ideas. Then, share the timeline on the Lesson Presentation with the children and explain why the Roman army left Britain in AD 410 and what happened afterwards. Consider how Roman influences were able to survive. With their partner, children share one or two of their favourite facts from their study of the Romans in</p>	
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			Britain and think about how Roman innovations, inventions and imports impact their lives today.	
Lesson 12	4 hours	Workshop	Humph's Histories Romans Day	