

Year 3 Medium Term History Planner
The Roman Empire - Summer

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| NC link Pupils should be taught about the Roman Empire and its impact on Britain. | | Key Vocabulary Founded, roman empire, Julius Caesar, invaded, invasion, Claudius, Hadrian's Wall, tribes, hostile, Celts, Boudicca, accounts, evidence, infer, romanisation, villas, mosaics, amphitheatres, gladiators, soldiers, army, gods, pagan festivals, Latin, legacy | |
| Enquiry Question 1: How was Rome founded? | Enquiry Question 2: How did the Romans invade and take control of Britain? | Enquiry Question 3: Did the British people welcome the Romans? | Enquiry Question 4: How did the Romans change the life of people in Britain? |
| Key knowledge: Rome was created by two brothers, Romulus and Remus who were abandoned after they were born. The Romans invaded Britain in 43AD and ruled for around 400 years. Consider: Where in the world is Rome? Why are we learning about it? When did the Romans live? | Key knowledge: Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands. Consider: Why did Caesar want to invade Britain – what could it offer him? Was he successful? Were Claudius' reasons the same for invasion? Was he successful? | Key Knowledge: Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire. Consider: How do you think the tribes of Britian felt about this new invading army? Why do we have Hadrian's Wall? Who was Boudicca? What do we know about her? How do accounts of her vary and what can we learn from that? | Key Knowledge: When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introducing coins, straight roads, laws and a legal system. Consider: The romanisation of Britian – the development of towns and villas in the countryside. The sophistication of a rich Roman lifestyle. Diversity in society and the contrast of rich vs poor. Entertainment such as amphitheatres, |
| Historical skills: Chronological Understanding Historical Enquiry | Historical skills: Historical Enquiry Organisation and Communication | Historical skills: Historical interpretation Organisation and Communication | Historical skills: Knowledge and understanding of events, people, and changes in the past |
| Enquiry Question 5: Did the Romans force their religion upon the British? | Enquiry Question 6: How has the Roman legacy affected me? Why did it end? | Notes: *Consider a drama lesson for EQ2 – conscience alley for Claudius. *Consider role play for EQ3 – put children into different tribes – how do they feel? Could children write a fact file about Boudicca? https://www.english-heritage.org.uk/learn/story-of-england/romans/romans-introduction/ https://royalarmouries.org/learning/learning-resources/home-learning-hub-roman-rule/ *School trip – Royal Armouries Boudicca workshop £5 per pupil https://royalarmouries.org/learning-at-the-royal-armouries-museum/romans-barbarians-ks2/ | |
| Key knowledge: Romans worshipped lots of gods in temples. Consider: Were they tolerant of other religions? What beliefs did they have? How do we know about the beliefs of the Romans and the festivals held including pagan and Xian. | Key knowledge: The Romans gave Britain new towns, plants, animals, a new religion, ways of reading and counting and new ways of governing the country. Consider: What is still in place from the time of the Romans - roads, place-names, surviving buildings and also other influences such as Latin, calendar, money Did the empire end suddenly or was it a gradual decline? | | |
| Historical Skills: Historical Enquiry Knowledge and understanding of events, people and changes in the past. | Historical skills: Knowledge and understanding of events, people and changes in the past. | | |