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| Unit of study: The Romans | | | |
| Overarching question: What legacy did the Romans leave behind? | | | |
| Threads: civilisation, trade, invasion, settlement, legacy, monarchy | | | |
| Learning Objective | History & Geography content | Learning Outcome | Key Knowledge/Skills |
| Can I learn about who the Romans are and where they come from? | History:  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Geography:  Can I use maps and atlases to locate continents and specific countries?  Can I point out where the equator is using a map/atlas?  Can I name and locate geographical regions and their identifying human/physical characteristics; key topographical features? | Can I share what I already know about the Romans?  Can children share what they would like to find out about the Romans?  Can I locate different continents, countries and places on a globe?  Can I locate Italy on a map of Europe?  Can I use an atlas to locate surrounding seas, Rome, Vatican city, Sicily, Sardinia, Milan, Venice, Mount Etna, Mount Vesuvius? | Children can share known knowledge.  Children can ask their own questions.  Children can locate Italy on a globe.  Children can use an Atlas to locate Italy and surrounding areas. |
| Can I learn about important dates in the history of the Roman Empire? | History:  Y3  Can I begin to use dates and historical terms to describe events?  Can I begin to use some dates on a timeline within a specific time in history to set out the order things may have happened?  Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?  Can I place events, artefacts and historical figures on a timeline using dates?  Can I begin to understand the concept of change over time, representing this, along with evidence, on a time line?  Can I understand and use appropriate historical vocabulary to communicate, including: dates, BCE, CE, time period, era, chronology, change, ancient, century, and decade?  Y4  Can I use dates and historical terms to describe events?  Can I use a timeline within a specific time in history to set out the order things may have happened?  Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?  Can I place events, artefacts and historical figures on a timeline using dates?  Can I understand the concept of change over time, representing this, along with evidence, on a time line?  Can I understand and use appropriate historical vocabulary to communicate, including: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade?  Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past? | Can I understand what CE and BCE stand for?  Can I create a timeline?  Can I use chronological order?  Can I place important dates in the history of the Roman Empire in chronological order, on a timeline? | Children understand the terms CE and BCE.  Children to place important dates in history in chronological order, on a timeline, |
| Can I find out what Roman soldiers wore? | History:  Y3  Can I begin to talk about why certain people acted as they did in history?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Y4  Can I suggest why certain people acted as they did in history?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? | Can I draw and label a Roman soldier in uniform?  Can I discuss the advantages and disadvantages of a Roman soldier’s uniform? | Children can use their own research to answer questions.  Children know what a Roman soldier wore and why. |
| Can I find out what Celtic warriors wore? | History:  Y3  Can I begin to talk about why certain people acted as they did in history?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Y4  Can I suggest why certain people acted as they did in history?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? | Can I draw and label a Celtic warrior?  Can I discuss the advantages and disadvantages of what a Celtic warrior wore? | Children can use their own research to answer questions.  Children know who the Celt’s were.  Children know what a Celtic warrior wore and why. |
| Can I use enquiry skills to find out about Roman artefacts? | History:  Y3  Can I begin to use evidence to ask questions and find answers to questions about the past?  Can I begin to suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I begin to use research skills in finding out facts about the time period I am studying?  Can I begin to compare and contrast different forms of evidence in my research?  Can I begin to research what it was like for specific people e.g. children, during the time period I am studying?  Y4  As an historian:  Can I use evidence to ask questions and find answers to questions about the past?  Can I suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I use my research skills in finding out facts about the time period I am studying?  Can I through research, compare and contrast different forms of evidence?  Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings? | Can I examine and identify Roman artefacts? | Children can use enquiry skills.  Children know what primary and secondary sources are.  Children to be able to use primary and secondary sources to help them answer their own questions.  Children to know what an artefact is.  Children to ask and answer their own questions. |
| Can I understand the spread of the Roman Empire?  Can I understand where the Roman Empire began? | Geography:  Can I name and locate some well-known European countries?  Can I name a number of countries in the Northern Hemisphere?  Can I describe the main characteristics/features of a well-known city?  Can I list and describe different types of settlements in Britain over time?  History:  Y3  Can I begin to give reasons why certain events happened as they did in history?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I begin to compare some of the times studied with those of other areas of interest around the world?  Can I talk about the causes and consequences of some of the main events and changes in history?  Y4  Can I suggest why certain events happened as they did in history?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I compare some of the times studied with those of other areas of interest around the world?  Can I suggest causes and consequences of some of the main events and changes in history? | Can I use a map to show the spread of the Roman Empire? | Children know where the Roman Empire started.  Children understand how the Roman Empire spread. |
| Can I describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. | Geography:  Can I use digital mapping technology accurately to locate places?  Can I use accurate geographical terms and vocabulary to describe in detail what I see in aerial photographs?  Can describe in detail, the reasons for settlement locations?  History:  Y3  Can I begin to talk about why certain people acted as they did in history?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I talk about the causes and consequences of some of the main events and changes in history?  Y4  Can I suggest why certain people acted as they did in history?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I suggest causes and consequences of some of the main events and changes in history? | Can I use a map to locate Hadrian’s Wall?  Can I plot Hadrian’s Wall on a UK map?  Can I discuss the features of Hadrian’s Wall and their uses? | Children to explain who Emperor Hadrian was.  Children to understand why Hadrian’s wall was build.  Children to explain the features of Hadrian’s wall. |
| Can I understand what weapons the Roman army used in battle? | History:  Y3  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Y4  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? | Can I draw pictures of Roman siege weapons and write a description of each weapon. | Children to be able to name Roman siege weapons.  Children are able to describe several different Roman siege weapons and their uses. |
| Can I write a diary as if I were a Roman soldier? | History:  Y3  Can I begin to talk about why certain people acted as they did in history?  Can I begin to describe the social, cultural or religious diversity of past societies?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Y4  Can I suggest why certain people acted as they did in history?  Can I describe the social, ethnic, cultural or religious diversity of past societies?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?  Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past? | Can I describe the day to day life of a Roman soldier?  Can I use Roman words/terminology in diary? | Children to have a historically correct understanding of what it would be like to be a Roman soldier. |
| Can I understand the different viewpoints of Boudicca? | History:  Y3  Can I begin to give reasons why certain events happened as they did in history?  Can I begin to talk about why certain people acted as they did in history?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I begin to describe the social, cultural or religious diversity of past societies?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Can I begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?  Can I talk about the causes and consequences of some of the main events and changes in history?  Y4  Can I suggest why certain events happened as they did in history?  Can I suggest why certain people acted as they did in history?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I describe the social, ethnic, cultural or religious diversity of past societies?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?  Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?  Can I suggest causes and consequences of some of the main events and changes in history? | Can I describe who Boudicca was?  Can I debate the different viewpoints a Celt and a Roman would have about Boudicca? | Children to know who Boudicca was.  Children to be able to talk about her legacy. |
| Can I describe the Colosseum as a site of Ancient Roman entertainment and where the different social classes of the Ancient Roman society sat? | Geography:  Can I understand the impact of people upon the landscape? (human geographical aspects)  Can I use digital mapping programmes to explore different areas and countries?  History:  Y3  Can I begin to give reasons why certain events happened as they did in history?  Can I begin to talk about why certain people acted as they did in history?  Can I begin to describe the social,  cultural or religious diversity of past societies?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Y4  Can I suggest why certain people acted as they did in history?  Can I explain how events from the past have helped shape our lives today?  Can I describe the social, ethnic, cultural or religious diversity of past societies?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? | Can I identify the Colosseum?  Can I describe the different uses of the Colosseum?  Can I describe the different sections of the Colosseum?  Can I describe the different social classes of Roman society and where they would have sat in the Colosseum? | Children know what the Colosseum is and what it was used for.  Children to understand social class within the Roman Empire. |
| Can I carry out my own historical enquiry? | History:  Y3  Can I begin to use evidence to ask questions and find answers to questions about the past?  Can I begin to suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I begin to use research skills in finding out facts about the time period I am studying?  Can I begin to compare and contrast different forms of evidence in my research?  Can I begin to research what it was like for specific people e.g. children, during the time period I am studying?  Y4  As an historian:  Can I use evidence to ask questions and find answers to questions about the past?  Can I suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I use my research skills in finding out facts about the time period I am studying?  Can I through research, compare and contrast different forms of evidence?  Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings? | Can I choose a question I asked from lesson 1 that has not yet been answered?  Can I answer my own question about the Romans? | Children to use enquiry skills.  Children know what primary and secondary sources are.  Children to be able to use primary and secondary sources to help them answer their own questions.  Children to know what an artefact is.  Children to ask and answer their own questions. |
| Can I notice the structure of Roman cities and use historical Ordnance Survey maps of Roman Britain to locate historical Roman features? | Geography:  Can I begin to explore historical Ordnance Survey maps to identify Roman features? (e.g. villas and aqueducts)  Y3  Can I begin to explain how events from the past have helped shape our lives today?  Can I begin to describe the social, cultural or religious diversity of past societies?  Y4  Can I explain how events from the past have helped shape our lives today?  Can I describe the social, ethnic, cultural or religious diversity of past societies? | Can I locate Roman cities on a map?  Can I label the different buildings and areas in a Roman city?  Can I find out what the buildings are used for?  Can I discuss the layout of the cities?  Can I use an OS map of Roman Britain to identify some Roman buildings, settlements and features, using the key on the OS map? | Children can use an Atlas to locate Roman cities.  Children know the different buildings a Roman city was made up of.  Children are able discuss the uses of Roman buildings.  Children can identify Roman features/buildings on an OS map of Britain. |
| Can I understand the use and importance of our local Roman city of Chester? | Geography:  Can I begin to explore historical Ordnance Survey maps to identify Roman features? (e.g. villas and aqueducts)  History:  Y3  Can I begin to use evidence to ask questions and find answers to questions about the past?  Can I begin to suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I begin to use research skills in finding out facts about the time period I am studying?  Can I begin to compare and contrast different forms of evidence in my research?  Can I begin to research what it was like for specific people e.g. children, during the time period I am studying?  Can I begin to describe changes that have happened in the locality of the school throughout history?  Y4  As an historian:  Can I use evidence to ask questions and find answers to questions about the past?  Can I suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I use my research skills in finding out facts about the time period I am studying?  Can I through research, compare and contrast different forms of evidence?  Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings? | Can I research about Chester as a Roman city?  Can I use digital mapping tools to navigate around a local area (Chester) and search for Roman sites?  Can I create a fact file? | Children can research a local Roman city.  Children know the importance of Chester as a Roman city.  Children can confidently use Digimaps to navigate around the city of Chester and identify Roman landmarks. |
| Can I understand the similarities and difference of modern-day and Roman school life? | History:  Y3  Can I begin to explain how events from the past have helped shape our lives today?  Can I begin to describe the social, cultural or religious diversity of past societies?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Y4  Can I explain how events from the past have helped shape our lives today?  Can I describe the social, ethnic, cultural or religious diversity of past societies?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? | Can I use a Venn Diagram to compare a Roman school to my own experience of school? | Children can compare their own experience of school to that of Roman times.  Children and give similarities and differences.  Children can talk about change. |
| Can I understand how the Romans have shaped our lives and the importance they played? | History:  Y3  Can I give a broad overview of life in Britain under the Roman Empire?  Can I begin to compare some of the times studied with those of other areas of interest around the world?  Can I begin to describe the social, cultural or religious diversity of past societies?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Can I talk about the causes and consequences of some of the main events and changes in history?  Y4  Can I give a broad overview of life in Britain under the Roman Empire?  Can I compare some of the times studied with those of other areas of interest around the world?  Can I describe the social, ethnic, cultural or religious diversity of past societies?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?  Can I suggest causes and consequences of some of the main events and changes in history? | Can I complete a diamond 9 activity using my own opinions and reasons for what I think were the most important things the Romans did for us and the legacy they left behind. | Children can identify what the Romans did for us.  Children to give opinions and state reasons to justify their choices. |
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