

Year Group: 3	Term: Spring	Topic: The Romans in Britain and the North-East
Historical strands		
Civilisation and Technology / Legacy / Monarchy		
NC Links		
The Roman Empire and its Impact on Britain		
Other Curriculum Links		
Geography - North-East / Europe; English - narratives, arguments; Art - mosaic.		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of an archaeologist Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit focuses on the spread of the Roman Empire and its impact on Britain and the Northeast, including the attempted invasion of Britain and its conquest. Pupils will also look at the legacy of the Roman Empire and how it significantly changed life in Britain. Pupils should also compare how society was organised (there was no monarchy in Roman times), resistance to the Romans, as well as other aspects of Roman life, such as gods and religion, or life in the army.</p>		
Possible Visits/Visitors		
Segedunum; Hadrian's Wall; That History Bloke (Romans workshop); Great north Museum; Box of Delights		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between working life in Britain before and after Roman conquest <p>Cause and Consequence</p> <ul style="list-style-type: none"> Why did Romans invade? What was the effect of the invasion? <p>Similarity and Difference - within a period / situation (diversity)</p> <ul style="list-style-type: none"> The everyday experience of life under Roman rule <p>Significance - of events / people</p> <ul style="list-style-type: none"> Recognise the importance of the Romans to Britain 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map - What is History? Why study History? How do we learn about the past - especially the Roman period? Explore chronology to develop understanding of time, e.g. decades and centuries Create a timeline of the key events of the Roman conquest of Britain Use a map to show the spread and extent of the Roman Empire Discuss, explore and describe the reasons for and effect of the Roman invasion To explore resistance to the Romans (Boudica, Hadrian's Wall, for example) To use images / artefacts to understand life in Roman times To discuss, explore and describe in different ways the everyday life of Romans - research the life of a soldier / craftsman / merchant Draw and label a Roman soldier 		

- To develop an understanding of the legacy of the Romans - their influence on life in Britain.

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Essential skills to be covered and possible activities		
Historical Knowledge <ul style="list-style-type: none"> • Build on Y2. Mind map: What is history? What do we know about the Romans? What do we want to know about the Romans? • Discuss, describe and explain the Roman invasion in the context of the expansion of the Roman Empire • Discuss the significant events of the Roman occupation of Britain. • Describe the structure of Roman society • Describe the everyday lives of people of different occupations / classes / male and female - this could include beliefs, culture, art etc. • Discuss, explore and describe resistance to the Romans - including Hadrian's Wall • Discuss, explore and describe the legacy of the Romans 		
Chronological understanding <ul style="list-style-type: none"> • Explore chronology by using sheets of toilet paper to represent time. Use these to develop understanding of, e.g. a century / how long the Romans were in Britain • Discuss the age of Roman artefacts • Place events from the period studied on a timeline • Sequence the elements of key events in the Roman occupation 		
Historical vocabulary <ul style="list-style-type: none"> • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, Roman, historical, archaeological, evidence). Use knowledge organiser • Develop the appropriate use of historical vocabulary and terms 		
Interpretations of history <ul style="list-style-type: none"> • Revisit historical sources - artefacts, written accounts, images, stories • Distinguish the differences between different sources: compare different versions of the same story and discuss the reliability of each through writing and /or drama/role-play • Observe and discuss representations of the period, e.g. different historical accounts • Look at two representations (of Boudica's resistance, for example) - identify and give reasons why they are different (written and / or drama/role-play (hot-seating)) 		
Historical enquiry <ul style="list-style-type: none"> • Use a range of sources to find out more about the period • Spend time looking at different historical sources. Through discussion, begin to observe small details in artefacts / documents • Begin to use books / internet to do research about the past (e.g. groups could research using different sources and present findings) • Begin to select and record information that is relevant to the study (sorting tasks) 		
Organisation and communication <ul style="list-style-type: none"> • Using toilet roll / blocks to explore chronology • Sticking / writing / drawing events relating to Roman invasion and occupation • Drama / role-play, e.g. hot-seating soldiers / other workers; reporters interviewing soldiers • Reports /recounts / persuasive writing about everyday life in Roman Britain 		

- Whole-class discussion / debates for and against the Romans
- Create displays about Romans
- Using iPads / computers to create PowerPoints / Word presentations

Suggested Strategies for Recording Learning

- Practical activities where possible - drama / role-play / be journalists reporting on the Roman invasion / resistance / legacy (recorded on iPads and linked to QI codes)
- Group work to discuss sources / to debate pros and cons of Roman invasion and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Sorting activities linked to Romans
- Stick down images (possibly drawn themselves) or written events onto a timeline.
- Writing narratives / reports / recounts / persuasive pieces about Romans
- Create class displays about Romans
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from activities, observations, discussions, quizzes, questioning and work evidence.			
	3.1	3.2	3.3
Historical knowledge	<p>With support, explain why and how the Romans invaded Britain and their effect on Britain.</p> <p>With support, use a map to show the spread of the Roman Empire.</p> <p>With support, discuss the everyday life of some Romans.</p>	<p>Explain why and how the Romans invaded Britain and their effect on Britain.</p> <p>Use a map to show the spread of the Roman Empire.</p> <p>Discuss the everyday life of some Romans.</p>	<p>Confidently explain why and how the Romans invaded Britain and their effect on Britain.</p> <p>Use a map to show the spread of the Roman Empire.</p> <p>Discuss the everyday life of a range of Romans.</p>
Chronological understanding	With support, place events on a timeline.	Pupils place several events on a timeline.	Pupils confidently place events on a timeline.
Historical vocabulary	With support, begin to use dates and some appropriate historical terms.	Use dates and some appropriate historical terms.	Confidently use dates and a range of appropriate historical terms.
Interpretation s of history	<p>With support, recognise a range of different sources.</p> <p>With support, compare two versions of the same story, and discuss why they might be different.</p>	<p>Recognise a range of different sources.</p> <p>Identify and compare two versions of the same story, and, with support, discuss why they might be different.</p>	<p>Distinguish between a range of sources.</p> <p>Confidently identify and compare different versions of the same story, suggesting reasons why they are different.</p>
Historical enquiry	With support, use a range of sources to find information.	Use a range of sources to find information - selecting and recording relevant information.	Confidently use a range of sources to find information - selecting and recording relevant information.
Organisation and communication	With support, communicate knowledge through discussion, pictures, drama /role-play, writing and ICT.	Communicate knowledge through discussion, pictures, drama/role-play, writing and ICT.	Confidently and communicate knowledge through discussion, pictures, drama/role-play, writing and ICT