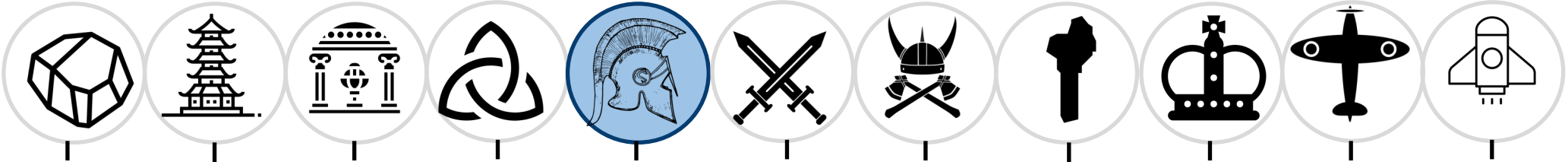


Year 4: The Romans

HISTORICAL CONTEXT: The Romans 1st-5th Century. 10BC-410AD



KEY VOCABULARY:

Invasion	One country attacking another to take it over
Legion	One unit of the Roman army; had 4,000 to 6,000 soldiers in. Lead by a centurion .
Emperor	The leader of an empire. Similar to a king or queen.
Amphitheatre	Where the Romans would go to be entertained.
Temple	A place of worship. A house of a Roman god or goddess.

As historians we will..

Children should be taught about the Roman Empire and its impact on Britain.

This unit focuses mainly on personalities such as Caesar, Claudius and Boudica, concentrating on two the key concepts of causes and consequences. The emphasis then shifts to the changes the Romans brought to Britain, both at the time and over time.

Did Claudius invade for the same reasons as Caesar?

Why did Boudica stand up to the Romans and what image do we have of her today?

How were the Romans able to keep control over such a vast empire?

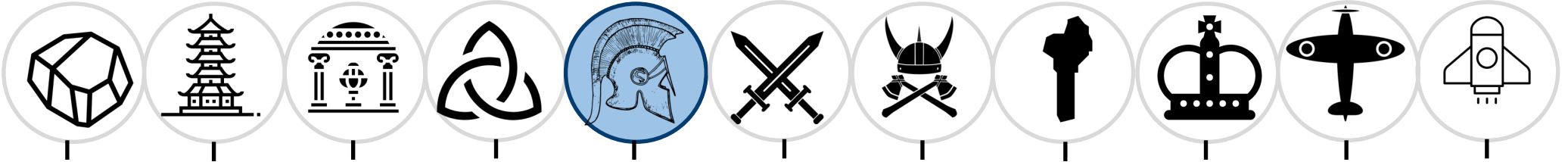
How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know?

How can we solve the mystery of why this great empire came to an end?

How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

Year 4: The Romans

HISTORICAL CONTEXT: The Romans 1st-5th Century. 10BC-410AD



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage->

Key Questions

Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?

Learning Objective

Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation. More-able group links ideas with concept of empire, eg: secure border, gain slaves.

Children able to write explanation showing at least 2 reasons, not just listed but developed. Moreable use words such as probably, perhaps – most important.

Learning Experience

Pupils are shown contrasting maps of the Roman Empire 100 years apart, one on eve of Caesar's invasion the other on the eve of Claudius'. Tell story of Caesar and Claudius invasion. Children list early possible ideas for Claudius' invasion. See Outstanding Lesson Why did Claudius invade?

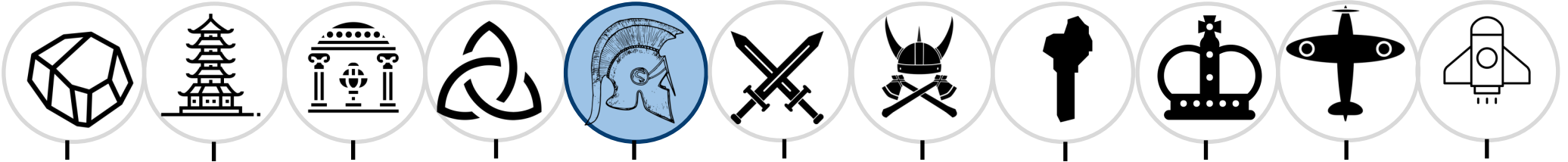
Activity 1: They then act as advisers to Claudius: Should he invade or not?
Activity 2: Conscience Alley
Activity 3: Pupils Hot seat Claudius. Pupils consolidate their understanding See also Outstanding Lesson Reasons for the Roman invasion Children analyse different texts and complete grid. (see outstanding lesson) Model writing of explanatory account.

Outcome

Pupils write paragraph or speech bubbles explaining why Claudius invaded. Did he invade for the same reasons as Caesar a hundred years before him?

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Key Questions

Why did Boudica stand up to the Romans and what image do we have of her today? Work on causation here is secondary to key work on interpretations

Learning Objective

Children understand why the Celts would have been apprehensive about taking on the Roman army. Children understand personal motivation of Boudica and can link to actions taken by Romans. Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.

Children realise that most pictures come from Roman accounts – no surviving pictures. The more able grasp that later interpretations are affected by later discovery of evidence.

Learning Experience

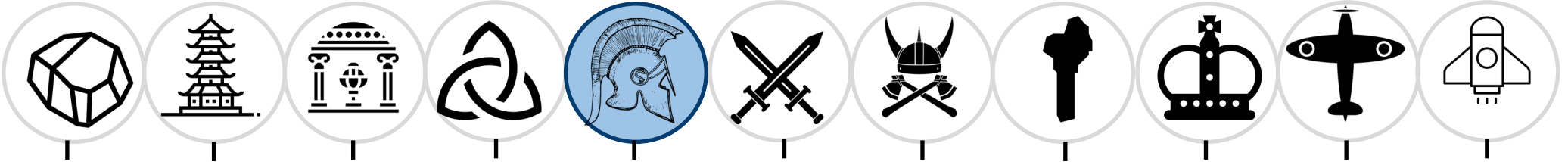
See Outstanding lesson: Should the Celts take on the Romans? Great fun activity: pictures from memory/ reconstruction relay Children tell story and sequence pictures and gave simple explanations after actions. See Outstanding lesson: Boudica's Rebellion from Sequencing to Living graph. Pupils draw their own picture of Boudica based on Roman description and then compare with textbook versions. See Outstanding Lesson: What image do we have of Boudica today? for full details. Discuss reasons why we have different views of the same person.

Outcome

Children shown 2 unseen pictures of Boudica, one looking much more warlike. Children have to describe differences and give simple reasons why she is not shown looking same (images on internet)

Year 4: The Romans

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Key Questions

□ How were the Romans able to keep control over such a vast empire? This looks at the nature of imperial power moving beyond the soldiers themselves (which pupils will just have seen) to looking at the structure of imperial control.

Learning Objective

Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc They are able to select reasons for their explanation and begin to prioritise them in order of importance. They are able to critique a short film evaluating its strengths and weaknesses as an explanation.

Learning Experience

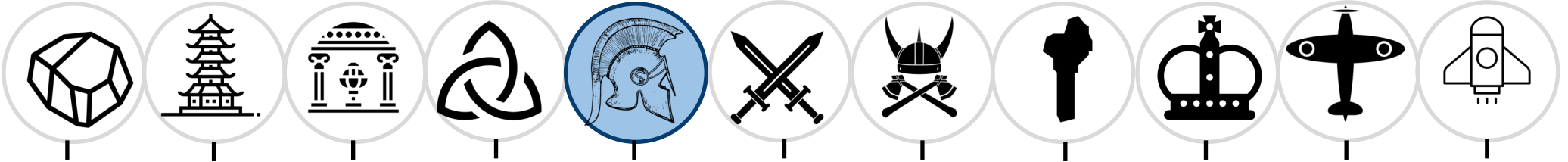
Pupils have to work out why the Roman army was so strong. They find and then rank the reasons they think most important. They then critique a short BBC film excerpt. How well does it explain why the Roman army was so successful? What does it include/leave out? Does it emphasise the right points. Pupils work collaboratively to plan and then deliver 60 second talk.

Outcome

Pupils have to produce a 60-second radio broadcast as if being interviewed by a presenter who wants to know what history pupils are learning in schools today.

Year 4: The Romans

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Key Questions

How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know? Central part of the topic and scope for deep enquiry and use of local examples. Second part places emphasis on use of range of surviving evidence

Learning Objective

Children are able to see which the most significant changes would have been e.g emergence of towns and villas in countryside. Children grasp how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about towns). Children understand range of entertainments that Romans had in society - amphitheatres, baths and forum. Understand that society was diverse and that poor lived very differently. They understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps

Learning Experience

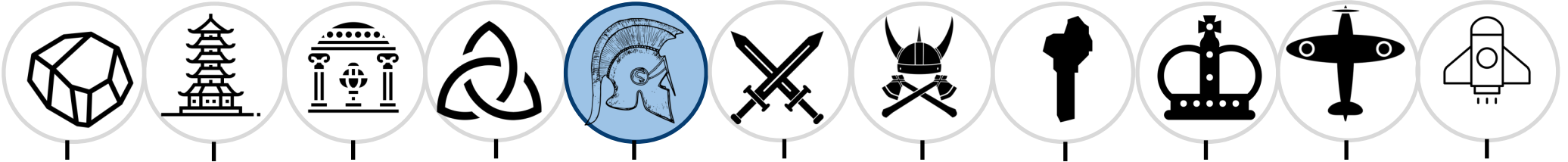
Activity 1: Picture it. Pupils are given clues as to the description of a typical Roman town in the form of slips of paper placed around the classroom. Pupils have to find the clues and then, working collaboratively, draw their own town plan including all the buildings, which they then label. Part 2 See Outstanding Lesson Is this another Villa? Archaeological dig unearthing buried artefacts. Simple chart Celt/Roman showing comparisons.

Outcome

Pupils draw and annotate features of either a town or a villa, not both.

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Key Questions

How can we solve the mystery of why this great empire came to an end? This is an overview lesson to consolidate the inherent problems of running such a vast empire. It is not meant to be a detailed enquiry

Learning Objective

Pupils are able to list at least 3 valid reasons. Some can progress to making links between them e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.

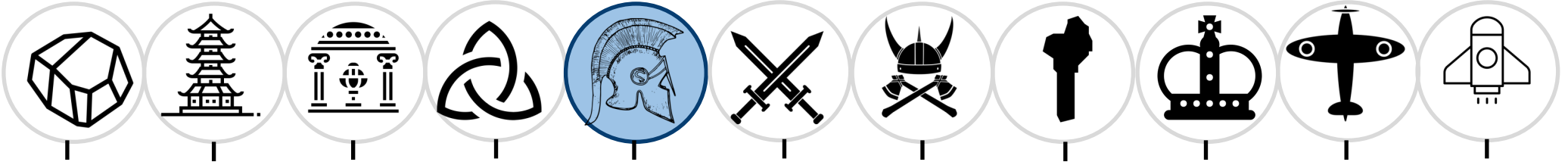
Learning Experience

Pupils are introduced to a variety of reasons each covered on the Power-Point presentation. To help make these more memorable, make the knowledge 'sticky' by asking them to work in small groups to draw a picture to represent each reason. They do this on 6 blank cards. They then test each other, one group against another, each having to guess what the reasons shown on the image are. More able ask partner to identify a cause each cause card links to.

Outcome

Year 4: The Romans

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Key Questions

How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

Learning Objective

Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.

Learning Experience

See Outstanding Lesson Under the Cloth What have the Romans ever done for us? – detective work – 15 clues including 2/4 red herrings (objects/pictures that we still use today – originated in Roman times) Analyse library books to see which aspects given most attention – fill in grid Design set of stamps £5 - £1 with picture showing most important legacy

Outcome

Pupils create a set of 9 different value stamps depicting the legacy of the Roman Empire showing ability to justify significance