



<p><b>Prior Knowledge:</b></p> <p>Children have learnt about Romans briefly in Autumn 1.</p> <p>They covered Britain's 'invasions' by the Anglo-Saxons, Romans, Vikings and the Normans in Autumn 1 and discussed how these helped to shape the Britain we know today.</p>	<p><b>New Sticky Knowledge:</b></p> <p>They will be exploring the Roman Empire and its impact on Britain by looking at the Roman people and their beliefs, the invasion of ancient Britain, resistance to the invasion and how Britain changed due to Roman occupation.</p>
<p><b>Key Texts:</b></p>	<p><b>Key Vocabulary:</b></p> <p>Previously, conquered, rebellion, luxurious, culture, settlement, amphitheatre, emperor, aqueducts, invasion, barbarian and forum.</p>



<p><u>The Learning Journey</u></p> <p><b>SOCIETY: HOW WE ORGANISE OURSELVES</b></p> <p><b>Romans – How do organisations impact on citizens' wellbeing, safety and prosperity?</b></p>				
<p><b>Question - the knowledge and understanding</b> you want the children to acquire</p>	<p><b>Subject area</b> - which subject/s will best answer this question?</p>	<p><b>Learning Intention</b></p>	<p><b>Lesson Content</b> - what the children do during the lessons to develop the skill – what is produced at the end</p>	<p><b>Assessment</b> - how will assessment of the lesson take place Next steps if needed?</p>
<p>Who were the Romans?</p>	<p>History</p>	<p>Children will explore different Roman artefacts and think about what they mean the Romans were like.</p>	<p>Curiosity carousel - exploring artefacts that explain who the Romans were. Shield, Strigil, wax tablet, coins, tile pieces, oil lamp, roman baths, drainage, statue of god or goddess, statue of Julius Caesar The children will be answering questions (<i>What can I see? What I wonder... What I think this means the Romans were like</i>) in order to explore who the Romans were.</p>	<p>Children will be able to sum up the Romans in 3 key words.</p>
<p>What was it like to live in Rome?</p>	<p>History Geography</p>	<p>Children will locate Rome on a map before exploring who was in charge of Rome and what buildings were important to Ancient Roman life,</p>	<p>Label Rome on a map of Europe - using atlases - be able to explain its location using NESW.  Exploring Rome - looking at who the emperor was and the important buildings to ancient Romans. Infer - Using what we learnt last week about who the Romans were, why were these buildings so important? - Look at pictures - Colosseum, temples, roman baths, plaza and chariot racing tracks.</p>	<p>Children will be able to decide what they would most like to do as an Ancient Roman and say why.</p>



			<p>DO</p> <p>Tables to produce a poster about part of ancient roman life - research</p> <p>What did people do there?</p> <p>Why was it important?</p> <p>Fun fact</p>	
Remember the Celtic people: what was it like to live in Rome?	History	Children will think about what it was like to be a Celtic person during the Iron age by exploring artefacts.	<p>Daily Life in Iron Age England (15 minutes):</p> <ul style="list-style-type: none"> <li>● Divide the class into small groups and assign each group a specific aspect of Iron Age life in England, such as housing, food, clothing, or social structure.</li> <li>● Provide each group with information or pictures related to their assigned aspect and ask them to discuss how people might have lived during the Iron Age in England based on that aspect.</li> <li>● Have each group share their findings with the class.</li> </ul>	Children to draw and label their own Iron age settlements.
When did the Romans invade Britain?	History	Children will explore the events which led to the invasion of Britain by the Romans.	Children to find out what happened during the Roman invasion of Britain by taking notes whilst watching a video. They will then sequence these events on a timeline.	Children will be able to sequence events which led to the invasion of Britain.
Who resisted the Roman invasion?	History	Children will explore the different groups of people who resisted the Roman invasion.	After explicit teaching about the different groups of people who resisted the Roman invasion. Children to research and create a fact file on Boudicca.	Children will be able to sequence different resistance attempts.



<p>Technology: how did Britain change under Roman rule?</p> <ul style="list-style-type: none"> <li>- Roads</li> <li>- Aqueducts</li> </ul>	History	Expanding on what the children have already learnt about who the Romans were and their advanced civilisation, how did they bring this technology to Britain?	Children will find out about two main Ancient Roman inventions: Roman roads and aqueducts. We will think about the importance of these two inventions to the Romans and the Britons. We will then create an edible roman road.	Children will be able to decide whether Roman roads or aqueducts were more important.
<p>Technology: how did Britain change under Roman rule?</p> <ul style="list-style-type: none"> <li>- Villas</li> <li>- Tools and gadgets</li> </ul>	History	Expanding on what the children have already learnt about who the Romans were and their advanced civilisation, how did they bring this technology to Britain?	Children will learn about Roman Villas and other Roman tools and gadgets. They will label a floor plan of a Roman villa and highlight the innovative features  Children will then create their own Roman gadget.	Children will be able to say how the Romans improved the Britons' lives.
<p>Belief: how did Britain change under Roman rule?</p>	History Computing	Children will learn about how important religion was to the Ancient Romans and how they brought their reliefs to Britain.	Children will think about what they learnt about the Ancient Egyptian gods and learn about a few of the Roman gods and the merged deities particularly Sulis Minerva which relates to the Roman baths in Bath. The children will also learn about how the Roman invasion led to the beginning of Christianity in Britain.  Children will create a fact file on a Roman god using their Chromebook.	Children will be able to say how the Romans changed religion in Britain.
<p>SUMMARISE IT: so what was the impact of the Roman Empire on Britain?</p>	History	Children will summarise all that they have learnt about the Romans invasion of Britain and the changes that it brought about.	Children will be showing what they have learnt by writing a short summary of the different changes. They will be completing an end of unit assessment.	Children to summarise the impact of the Romans on Britain.