



### Lawn History Curriculum



The Story of Britain



Focused History



Local History



Global Citizenship

<b>Year</b>	4	<b>Topic</b>	The Rotten Romans
		<b>Focus</b>	How Roman Britain advanced British society
		<b>Big Question</b>	So what did the Romans do for us anyway?

In this topic the children will look at the impact of the Roman conquest on life in Britain and the legacy it has left. They will discover how their invasion changed the lives of British people forever, even to this day. They will discover how the Romans were so easily able to invade and settle in Britain and the resistance they faced. They will look at significant leaders of the Roman empire and their role in British history. They will look at the impact on the Romans on our locality and how we can tell the Romans were in Derby.

Prior Learning	Future Learning
<p>Understand more complex terms e.g. BC/AD and that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) (Year 3 Stone Age)</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, ways of life may have occurred during a time period. (Stone Age Year 3)</p> <p>Use evidence to build up a picture of a past event through a range of sources (e.g. documents, artefacts, pictures, internet, music, historic buildings) (Ancient Greeks Year 3)</p>	<p>Identifies some ideas, beliefs, attitudes, and experiences of men, women and children from the past.</p> <p>Study different aspects of life of different people e.g. differences between men and women</p> <p>Compare accounts of events from different sources (fact or fiction) identify differences and evaluate to choose most reliable forms.</p> <p>Begin to identify primary and secondary sources.</p>

## National Curriculum

### Chronology (Stone Age to 1066)

Know how Britain changed from the iron age to the end of the Roman occupation, know how the Roman occupation of Britain helped to advance British society, know how there was resistance to the Roman occupation and know about Boudica, know about at least one famous Roman emperor.

### Historical Enquiry Skills

Know how their locality has been shaped by what happened in the past, know how historic items and artefacts have been used to help build up a picture of life in the past, know how the impact that one period of history had on the world.

Find and discover Roman road in the area and how they have shaped the locality today. Look at the Roman spas in our locality.

## Key Vocabulary

### Historical

time, difference, shape our lives, religious differences, wealthy, poor, items, accurate, version, historical argument, point of view, excavate, conquer, consequence, invasion, inventions

### Topic Specific

AD, ally, altar, aqueduct, archaeologist, auxiliary, ballista, BC, Celtic, tribes, chariot, Christianity, citizen, conquer, dictator, Druid, Emperor, empire, evidence, furnace, Gaul, gladiator, government, governor, hillfort, hoard, hostage, imported, Iron Age, kingdom, Latin, mass grave, microscope, mosaic, oppidum, Pagan, pension, public bath, raid, rebel, rebellion, Roman Empire, , Saxons, Scots, settlement, taxes, tides, timeline, villa

## Recommended Texts & Web Links

CGP: Roman Britain, Escape from Pompeii by Christina Balit, Empires End: A Roman Story by Leila Rasheed Meet the Ancient Romans by James Davies So You Think You've Got It Bad: A Kid's Life in Ancient Rome Chae Strathie & Marisa Morea The Romans: Gods, Emperors and Dormice Marcia Williams Queen of Darkness by Tony Bradman Romans on the Rampage by Jeremy Strong

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

**What do we know about life in Britain before the Romans? (CGP: Stone Age Year 3 Text)**

- Revise significant changes to life in Britain over from the Stone Age to Iron Age, revising cultural, military, social, technological and religious perspectives
- Understand that the Romans conquered Britain during the Iron Age period.

Wow Day

Come dressed to school as a Roman and take part in various Roman activities. Roman battle on the field, making Roman chariots etc.

**What was the Roman Empire?**

- Develop a broad overview of the Roman Empire and its geographical breadth.
- Children will know why the Romans travelled all the way from Italy to invade us.

Place the Roman Invasion on the historical time line and look at the cross over of time from previous learning.

**Who was Julius Caesar? (CGP 2-3)**

- Understand the significance of Julius Caesar and analyse why he wanted to invade and conquer Britain.
- Compare and contrast the Celts and Romans.
- Children will understand why Caesar's invasion failed.

Use a set of questions to find out what it would have been like for a Roman soldier invading Britain.

**How did the Romans conquer Britain? (CGP 10-15)**

- Explore why Claudius' invasion was more successful than Julius Caesar's.
- Study the structure and efficiency of the Roman army.
- Understand the significance of the Roman roads in conquering Britain.

Listen to Julies Ceasar's description of a Briton and draw it. How reliable is it?

**Who was Boudicca? (CGP 20-21)**

- Explore the significance of the rebellion of Boudicca, Is this unusual for a women of these times?

Listen to a description of Claudius, does he sound like a Emperor? Use the Q cards and sort between reasons for and against invasion.

**Why was Hadrian's wall built? (CGP 22-29)**

- Understand what Hadrian's wall was and why it was built

Split call into two groups: Roman supporters and Boudicca supporters.

### What was life like in Roman Britain? (CGP 30-35)

- Study what life was like for women and children in Roman Britain and how this contrasted with life in the tribes.
- Study the religion of the Romans, how this influenced and contrasted with the tribes of Britain and how this marked the beginning of Christianity in Britain.

### How did the Romans change Britain?

- Children will know that the Romans settled in Derby - referencing features such as, the roads and the ruins in Chester Green.
- Children will learn about technological advances developed by the Romans which have impacted modern society, such as roads, aqueducts, sewage systems, money, taxes.

### Why did the Romans leave Britain? (CGP 36-39)

- Understand why the Roman empire began to struggle
- Understand when and why the Romans finally left Britain.

Should she invade use arguments for and against to fight a case.

Use primary and secondary sources to investigate what life was like in Roman Britain. Which sources do you feel are the most reliable? Why?

Watch the children's video clip from Monty Python on what the Romans did for us. (You Tube).

Put different facts in envelopes of what the Roman legacy left us. Children must research and chose their most important three

Create a diamond nine of the Roman legacy

## Enrichment

Roman Wow day  
Make a Roman bust  
Make Roman shields  
Roman battle  
Vindalonda's



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Local History



Global Citizenship

<b>Year</b>	4	<b>Topic</b>	Anglo-Saxon Britain
		<b>Focus</b>	How the Anglo-Saxons shaped the face of modern Britain
		<b>Big Question</b>	Would you rather live with a Roman or an Anglo Saxon?

Children will learn about how the retreat of the Romans from Britain left us open for attack. They will investigate the state of Britain at this time and how that led to the Anglo Saxon settlement in Britain. They will look at who the Anglo Saxons were and why they chose to come to Britain. They will look at how life changed and what it was like to live under Anglo Saxon rule. They will explore the resistance to this settlement and why the Anglo Saxons were successful. They will look at one key figure of this period and how he became known as Alfred the Great.

Prior Learning	Future Learning
<p>Understand more complex terms e.g. BC/AD and that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) (Year 3 Stone Age)</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, ways of life may have occurred during a time period. (Stone Age Year 3)</p> <p>Use evidence to build up a picture of a past event through a range of sources (e.g. documents, artefacts, pictures, internet, music, historic buildings) (Ancient Greeks Year 3)</p> <p>Explore evidence that shows how history has shaped our world today (Romans Year 4)</p>	<p>Identifies some ideas, beliefs, attitudes, and experiences of men, women and children from the past.</p> <p>Study different aspects of life of different people e.g. differences between men and women</p> <p>Compare accounts of events from different sources (fact or fiction) identify differences and evaluate to choose most reliable forms.</p> <p>Begin to identify primary and secondary sources.</p>

## National Curriculum

### Chronology (Stone Age to 1066)

Know how Britain changed between the end of the Roman occupation and 1066, know about how the Anglo-Saxons attempted to bring about law and order into the country, know that during the Anglo-Saxon period Britain was divided into many kingdoms, know that the way the kingdoms were divided led to the creation of some of our county boundaries today, use a timeline to show when the Anglo-Saxons were in England.

### Local History

Explore the discovery of the Anglo Saxon settlement in Repton, Derbyshire. Look at local Anglo Saxon road names and their meanings. Caves of Derby.

### Historical Enquiry Skills

Know how their locality has been shaped by what happened in the past, know how historic items and artefacts have been used to help build up a picture of life in the past, know how the impact that one period of history had on the world.

## Key Vocabulary

### Historical

impact on health, aspect, innovation, legacy, conquer, consequence, invasion, social structure, historical argument, point of view, excavate, dictated, inventions, impact on health / education, legacy, conquer, consequence, invasion, social structure

### Topic Specific

aethling, Angles, Anglo-Saxons, archaeological evidence, archaeologist, armoury, barbarian, bretwalda, Britons, bronze, burh, Celts, ceorl, Christianity, conquer, dooms, ealdorman, estate, famine, gemot, hoard, hundred court, Huns, illuminated text, Jutes, kingdom, legend, loom, loot, mead, mine, minister, mint, missionary, monastery, nobleman or woman, nomad, oath-helper, oblate, Old English, open fire, ordeal, Pagan, Peace-weaver, Picts, pottage, quarrying, raiders, reliable, Roman Empire, Romans, Saxons, Scots, settlement, source, sword hilt, thegn, tribe, Vandals, Viking, water mill

## Recommended Texts & Web Links

Key Text: *CGP Anglo-Saxons Beowulf* (Usborne) by Rob Lloyd Jones & Victor Tavares (There is also a version by Michael Morpurgo) *King Arthur and the Knights of the Round Table* by Marcia Will *Anglo-Saxon Boy* by Tony Bradman *Men, Women and Children in Anglo-Saxon Times* by Jane Bingham *The King Who Threw Away His Throne* by Terry Deary *The History Detective Investigates: Anglo-Saxons* by Neil Tonge *Freedom for Bron: The Boy Who Saved a Kingdom* by N. S. Blackman  
<https://www.bbc.com/bitesize/topics/zxsbcdm>

## What pupils need to know or do to be secure

Key Learning	Activities / Application of knowledge / Possible Evidence
<p><b><u>How did the departure of the Romans leave Britain open to attack? (CGP 2-9)</u></b></p> <ul style="list-style-type: none"> <li>Revise the key factors contributing to the Romans leaving Britain.</li> <li>Discover how life for the Britons changed after the Romans left Britain.</li> </ul> <p><b><u>Who were the Saxons and where did they come from? (CGP 10-11)</u></b></p> <ul style="list-style-type: none"> <li>Children will learn that the Jutes, Angles and Saxons travelled from Denmark, Germany and the Netherlands and collectively became known as Anglo-Saxons in modern times.</li> <li>Explore the first invasions of the Saxons and the Scots.</li> </ul> <p><b><u>Why was Britain appealing as a place for the Saxons to settle?</u></b></p> <ul style="list-style-type: none"> <li>Children will know that farming, food, climate and lack of defense contributed to the Saxon's desire to settle in Britain.</li> <li>Children will learn about the myth of Hengist and Horsa and their fight to take control of England.</li> </ul> <p><b><u>Local Focus: A City of Caves</u></b></p>	<p>Place Anglo Saxons in historical context.</p> <p>Roman Quiz on what children can remember about the Roman invasion.</p> <p>Watch video on Anglo Saxon Invasion. Re-enact the invasion as a class.</p> <p><a href="https://classroom.thenational.academy/lessons/what-did-the-romans-believe-60tp2r?activity=intro_quiz&amp;step=1&amp;view=1">https://classroom.thenational.academy/lessons/what-did-the-romans-believe-60tp2r?activity=intro_quiz&amp;step=1&amp;view=1</a>  <a href="https://www.educationquizzes.com/ks2/history/romans-in-britain/">https://www.educationquizzes.com/ks2/history/romans-in-britain/</a></p> <p>Look at some images of different Anglo-Saxon warriors and people. Come up with some vocabulary on how you would describe these invaders. What image does it give you of them?</p>

- Explore how the caves of Derby were used by people in the Anglo-Saxon times and how they have been used over time

### **What was life like in Anglo-Saxon Britain and how did it change over time? (CGP**

#### **14 - 33)**

- Understand the significance of Gildas' work and the importance of firsthand accounts.
- Study the excavation site at Sutton Hoo (26-27)

### **Who was Alfred the Great? (38-39)**

- Why was Alfred the Great deemed to be so 'Great'

Get the children to think about the question we want them to answer. 'Were the Anglo-Saxons really savages? What would you think just from these images?

Name and label the seven Anglo-Saxon Kingdoms.

Look at a mystery object. What is it?

<https://www.keystagehistory.co.uk/keystage-2/literally-bells-and-whistles-testing-a-simple-hypothesis-about-where-the-early-anglo-saxons-lived-and-how-we-know-2/>

Using a map of Anglo Saxons play true or false game (see link above)

Push or pull activity from Key Stage History website, why the Anglo Saxons invaded.

<https://www.keystagehistory.co.uk/keystage-2/smart-task-key-stage-2-push-or-pull-what-were-the-real-reasons-why-the-saxons-invaded-2/>

Being an Historian and investigating what life was like in Anglo Saxon Britain. Use resources such as old maps mystery artefacts, place names.

Solve the mystery of the empty grave at Sutton Hoo.

What can the items in the mystery suitcase tell us about life in Anglo Saxon times.  
(There is a lesson on KeyStage History)

Children to improve an historical written piece about Alfred the Great.

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f>

Using historical articles and historical cue cards to decide why Alfred is remembered as being so great. To discuss that some historians views can give a too positive view of a person in history.

### Enrichment

Horrible Histories

The battle to attack

Design and make an Anglo Saxon Settlement

Anglo Saxon place names and how they relate to names of places we still have

Alfred the Great Podcast