Year	4	Topic	The Romans: How the Romans Advanced British Society

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 the 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 of the Romans on our locality and how we can tell the Romans were in Derby.

Prior Learning	Future Learning (End of Key Stage)
• 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). • Give reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, and ways of life may have occurred during a time period (Year 3 – Stone Age). • 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) (Year 3 – Ancient Greeks).	• Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. • Study different aspects of the lives of different people, e.g. differences between men and women. • Compare accounts of events from different sources (fact or fiction), identify differences and evaluate them to choose the most reliable forms. • Begin to identify primary and secondary sources.

National Curriculum Links

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 Boudicca.
- 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 the impact that one period of history had on the world.

Local History:

- Find and discover Roman roads 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
- Empire's 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 by Chae Strathie & Marisa Morea
- The Romans: Gods, Emperors and Dormice by 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

Lesson 1 – What was life like in Britain before the Romans?

Focus: Understanding life in Britain during the Iron Age and why the Romans wanted to invade.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Britain was made up of Iron Age tribes before the Romans arrived. • Life was based around farming, trading and local leaders. • The Romans invaded Britain while it was still in the Iron Age.	Timeline building: Place Stone Age, Bronze Age, Iron Age and Romans on a class timeline with key dates.	*Place events, artefacts and figures on a timeline using dates.* *Understand the concept of change over time and represent it on a timeline.*
	Artefact exploration: Examine images or replicas of Iron Age artefacts (weapons, jewellery, pottery). Discuss what they tell us about life before Rome.	*Use evidence and artefacts to ask questions and find answers.* *Suggest suitable sources of evidence for historical enquiries.*

	Discussion: Why might the Romans want to come to Britain?	*Suggest causes and consequences of main events and changes.* *Use historical vocabulary: era, chronology, invasion, BC/AD.*

Lesson 2 – What was the Roman Empire and why did they invade Britain?

Focus: Exploring the size, power and reasons behind the Roman Empire's expansion.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Roman Empire spread across Europe, North Africa and parts of Asia. • The Romans wanted Britain's resources, land and power. • Their first attempts to invade were led by Julius Caesar in 55 BC.	Map work: Label the Roman Empire's extent and mark Rome and Britain.	*Give a broad overview of life in Britain and link to other areas around the world.* *Use dates and terms to describe events.*
	Source study: Compare Roman coins, mosaics and artefacts to learn about Roman power.	*Use evidence and artefacts to ask questions and find answers.* *Use more than one source for historical enquiry to gain accurate understanding.*
	Cause and consequence task: Identify reasons why the Romans invaded and what they hoped to gain.	*Suggest causes and consequences of main events.*

Lesson 3 – How did the Romans conquer Britain?

Focus: Comparing Julius Caesar's failed invasion with Claudius's successful one.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Julius Caesar's invasions failed due to weather, poor supplies and strong Celtic resistance. • Emperor Claudius invaded successfully in AD 43. • The Roman army's structure, discipline and weapons helped them win.	Compare accounts: Examine a Roman account (Caesar's writing) and a modern version of the invasion.	*Describe different accounts of a historical event and explain reasons for differences.*
	Roman army workshop: Study and draw Roman soldier equipment; discuss how discipline made them strong.	*Describe characteristic features of the past (military life, organisation).* *Use more than one source to build a clear picture.*

	Mapping invasion routes: Trace Claudius's path and key Roman roads on a UK map.	*Understand change over time and represent this on a map or timeline.*

Lesson 4 – Who was Boudicca and why did she rebel?

Focus: The rebellion of Boudicca and its significance for Britain.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Boudicca was queen of the Iceni tribe. • She led a rebellion against Roman rule in AD 60–61. • Her leadership was unusual for women at the time and she became a symbol of bravery. *DISCO (Switch): The Romans saw Boudicca as a dangerous rebel, but the Iceni saw her as a hero. Choose one side and explain how they would describe her rebellion. Why might each side see her so differently?*	Source comparison: Compare Roman accounts of Boudicca (Cassius Dio) with modern interpretations (art, stories).	*Describe different accounts of a historical event, explaining why they differ.* *Use more than one source for enquiry to gain a fuller understanding.*
	Hot-seating activity: Pupils act as Boudicca or the Romans, explaining their viewpoints.	*Describe characteristic features of the past – ideas, attitudes and experiences of men, women and children.*
	Cause and consequence web: Why did she rebel? What changed as a result?	*Suggest causes and consequences of main events and changes.*

Lesson 5 – What was life like in Roman Britain?

Focus: Understanding how the Romans changed everyday life for people in Britain.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Romans built towns, roads, villas and baths. • Religion changed, including the spread of Christianity. • Life differed between rich and poor, and between men, women and children.	Artefact analysis: Study images of Roman villas, mosaics and religious artefacts.	*Use evidence and artefacts to ask questions and find answers.* *Describe the social, ethnic, cultural and religious diversity of past society.*
	Comparison chart: Compare Roman and Celtic life (homes, jobs, beliefs, clothing).	*Describe characteristic features of the past.* *Give a broad overview of life in Britain under Roman rule.*
	Local study: Research evidence of Romans in the local area (e.g. Chester Green, Derby roads).	*Describe changes that have happened in the locality of the school throughout history.*

Lesson 6 – How did the Romans change Britain and why did they leave?

Focus: The legacy of the Romans and reasons for their departure.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Romans brought new technology, laws, money, taxes and towns that shaped Britain. • They left around AD 410 as the empire weakened and soldiers returned home. • Many Roman ideas still influence us today. *DISCO (Oppose): 'The Romans made life better for the people of Britain.' Do you agree or disagree? Give at least three reasons using evidence from this unit, then explain what someone who disagrees with you might argue.*	Legacy hunt: Identify Roman contributions that exist today (roads, buildings, language, calendars).	*Give a broad overview of life in Britain and the legacy of Roman rule.* *Use literacy, numeracy and computing skills to communicate findings.*
	Cause and effect chart: Why did the Romans leave? (economic, military, political reasons).	*Suggest causes and consequences of main events and changes.* *Use historical vocabulary: empire, invasion, legacy, change, continuity.*
	Timeline reflection: Show Roman arrival and departure on a class timeline to highlight continuity and change.	*Understand and represent change over time using evidence.*

Enrichment

- Visit to a Roman site or museum
- Roman army training day
- Roman engineering challenge
- 'A Day in Roman Britain' role-play experience
- Archaeology investigation: Roman artefacts
- Local history study – Romans in our area
- Boudicca's rebellion re-enactment
- Roman religion and mythology workshop
- Roman influence today – legacy trail
- End-of-unit exhibition – 'Roman Britain: Then and Now'