**Year 4 HISTORY Curriculum – Spring Term**

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| **Theme: Roman Empire in Britain** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| The Roman Empire and its impact on Britain.  Britain’s settlement by Anglo-Saxons and Scots.     1. Know the achievements of the Roman Empire, whilst noting that there was resistance to their invasion of Britain. 2. Understand that an empire is formed through invasion and will explore reasons why a country chooses to invade. 3. Deepen their understanding of the concept of civilisation by exploring the advanced ways of living and working in Roman times. 4. Understand the legacy of the Roman Empire in Britain and look for signs of Roman influence today. | | | **Keyword** | Definition | **Keyword** | Definition | | | **Geography** – Locations of the Roman Empire  **Art –** Pompei – mosaics/clay pot  **English** – Diary entry - Escape from Pompei; NCR Roman Army. |
| Empire | the period and territory ruled by the Romans | Aqueduct | a watercourse constructed to carry water from a source to a distribution point far away. | | |
| Legionary | a Roman soldier | Mosaic | a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramics. | | |
| Gladius | a short sword | Gladiator | a man trained to fight with weapons against other men or wild animals in an arena. | | |
| Scutum | shield used in Ancient Rome |  |  | | |
| Chariot | a two-wheeled vehicle drawn by horses, used in ancient racing and warfare. |  |  | | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | | |
| Children are introduced to the concept of civilisation through their study of the Ancient Egyptians. They understand that a civilisation is a society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. They have used timelines to understand the distant past and the term ‘ancient.’ | | | | | Children will deepen their knowledge of chronology by studying the Vikings in Year 5. They will investigate other reasons for invasion, such as the need to find food. In Year 6, they will add to their knowledge of governance and democracy through a study of the Ancient Greeks. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? | | * Understand how the rise of the Roman empire fits in with other periods of history. * Understand why the Romans chose to invade other countries. * Know some of the locations of the Roman Empire. | | | | | * Chronological understanding * Use a range of primary and secondary sources to find out about the past. | | |
| 1. Why did Boudica stand up to the Romans and what image do we have of her today? | | * To understand that Britain resisted the expansion of the Roman Empire. and that a key figure in this resistance was Boudicca. * To understand how historians use evidence to understand the significance of historical figures like Boudicca. | | | | | * Knowledge of people in the past * Interpretation | | |
| 1. How were the Romans able to keep control over such a vast empire? | | * Understand how the Celt and Roman army differed and their strengths and weaknesses, including clothing, armour, weapons, training and battle tactics. | | | | | * Presenting, organising and communicating information and ideas | | |
| 1. How can we solve the mystery of why this great empire came to an end? | | * Understand why the Roman Empire ended. * Understand the legacy of the Roman Empire and its influence on Britain today. | | | | | * Investigation * Critical thinking skills * Knowledge & understanding of events | | |
| 1. How much of our lives today can possibly by influenced by the Romans who lived here 2000 years ago? | | * Know how Romans built roads and note where they would have originally been and if they are still there today in some form. * Understand how other countries were influenced by Ancient Romans | | | | | * Knowledge of people and changes in the past | | |
| 1. Roman day | |  | | | | |  | | |
| **Themes and links** | | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | **Links across the History curriculum** | |
| **Settlements** |  | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Invasion** | * Lesson 1 – why did the Romans chose in invade other countries? * Lesson 2 – why did Boudicca resist the expansion of the Roman Empire? | | | | | | |
| **Democracy** | * Lesson 3 – how did the Romans keep control over such a vast empire? | | | | | | |
| **Evidence** | * Lesson 2 - understand how historians use evidence to understand the significance of historical figures like Boudicca. * Lesson 4 – why did the Roman empire come to an end? * Lesson 5 – how much of our lives today is influenced by the Romans? | | | | | | |