

*Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.*

**Inspiring and enabling our school community to live life to the full**



## HISTORY YEAR 3

**Subject: The Romans**

### Characteristics of an Effective Learner

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

#### **Prior Learning:**

**KS1-** understanding of basic timelines and how they can be used to show events; understanding of how to compare different time periods. Year 2- begin to debate and justify ideas about historical events and use secondary sources to find out information.

**Year 3** - children have learned about how tools were made and became more sophisticated through the use of metal.

- children have begun to learn about the Celts during the Iron Age which will be developed further in this unit.
- children created a timescale and learned about BC and AD- this will be built on and added to during this unit.

#### **Key Vocabulary taught in this unit:**

Ancient, modern, BC, AD, invade, settle. Roman army commands in Latin.

#### **Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

**Continue to develop a chronologically secure knowledge of British, local and world history.** Larger scale timeline of periods of history to fit Romans into context. Ordering pictures.

**Establish clear narratives within and across the periods studied.** Looking at the Roman Empire. Learning about battle with the Iceni tribe/Celts. Fact file about Roman Army, POV writing- Boudicca, report about the battle between Iceni and Romans, life as a roman child

**Note connections, contrasts and trends over time.** Map to show spread of the Roman Empire. Life in Roman Home Day in the Life of a Roman Child- school. Comparison to now.

**Develop the appropriate use of historical terms.** Ancient, modern, BC, AD, invade, settle. Roman army commands in Latin.

**Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.** Why did the Romans come to Britain? Why did the Romans leave? How did Romans change Britain? How did Romans feel about coming to Britain? (They needed incentives) Comparing the life of a child- school and home. Writing a letter to a Roman Soldier to convince them to travel to Britain.

**Construct informed responses that involve thoughtful selection and organisation of relevant historical information.** Look at items of clothing worn by a roman soldier- characteristics of a soldier. Newspaper article advertising to encourage people to join the army. Fact file about the army. Opinions of Boudicca: contrast between Roman and Iceni points of view. Report on the battle of the Iceni.

**Understand how our knowledge of the past is constructed from a range of sources.** Look at items of clothing worn by a roman soldier- characteristics of a soldier. Diary entries from soldiers/Romans? Reconstruction video clips/ interviews (on BBC). Photos of Artefacts.

#### **Impact / Outcome:**

**What will the final product / result be?**

Children will be able to explain what Roman society was like e.g. soldiers and children's life styles, organisation. They will also be able to explain why the Romans came to Britain and how this changed life for people living there.

**P4C Inquiry (where appropriate)**