



# St James' Church of England Primary School

## History Overview Sheet



### Year 4 – Romanisation



**Rationale:** In this unit about the Romans, children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as '**empire**', '**invasion**' and '**conquest**'. At the beginning of the unit, children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. Children will have the opportunity to study written primary sources and to explore why the Romans invaded Britain. Subsequent lessons will also make use of a range of written and archaeological evidence to look in detail at an aspect of the Roman occupation and the Romanisation of Britain. This includes the building of a network of roads, the construction of new towns and the development of agriculture and countryside villas. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. When learning about life in a Roman villa, children will undertake their own independent research. Studying the Romans will assist children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.

**Pre-unit task:** What do we know? KWL Grid/task

**Attention Grabber:** .....

**Learning Objectives:** · Develop an awareness of the Roman Empire and its impact on Britain.

- Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.
- Develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

#### Overview:

Lesson 1: Who were the Romans and how did they build their empire?  
Lesson 2: Why Did the Romans Invade Britain?  
Lesson 3: Why Did the Romans Build New Roads and Towns?  
Lesson 4: Who Was Boudicca and Why Did She Lead a Rebellion?  
Lesson 5: Why Was Hadrian's Wall Important and who lived there?  
Lesson 6: What Was Life like in a Roman Villa?  
Lesson 7: Why Do We Remember the Romans?

#### Cross Curricular Links

English – Non-chronological Reports/Fact Page on Roman Gods and Goddesses/Advert for new public bath  
Maths – Use of Roman Numerals for dates etc  
Art – Designing patterns and producing Roman mosaics  
Geography - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
RE – Range of Gods and beliefs

#### Resources

book packs, internet, Atlases, Modelling materials

#### Impact/Assessment

**Most Children will:** •order a number of significant events from the Romano-British era on a timeline. •identify why a good road network and well-planned towns were so important to the Romans. •recognise and describe the different viewpoints relating to Boudicca's Rebellion •ask questions about historical artefacts and answer some key questions by finding evidence from primary sources. •make sound deductions about the lives of people in the past. • find out about an aspect of Roman daily life and record a number of key facts. •use primary and secondary sources to gain a clearer understanding of the Romano-British era •evaluate and describe the impact and legacy of the Romans on Britain.

**Less Able Children will:** • all of the above but with support.

**More Able Children will:** • demonstrate a deeper understanding of the topic by completing all of the above independently, confidently and with clarity.