








# Springdale First School




*Imagine, Believe, Achieve*



Year 4 / History / The Romans: What did the Romans do for us?



 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"><li>• Stone Age and Bronze Age from Year 3</li><li>• An idea of trade and travel, invasion, settlement, empire</li></ul>	<ul style="list-style-type: none"><li>• Romans Object Box – Poole Museum</li><li>• Roman Road – Broadstone</li><li>• Roman workshop – Poole Museum</li></ul> <div data-bbox="936 660 1431 1051" data-label="Image">A photograph showing a long, straight, paved Roman road stretching into the distance. The road is flanked by tall, rectangular stone pillars that form a wall on the right side. The surrounding area is lush with green trees and bushes, suggesting a rural or park-like setting.</div> <p data-bbox="1003 1059 1361 1091"><i>Roman Road in Broadstone</i></p>	<p><b>Key Vocabulary:</b></p> <p>Romans, Emperor, Julius Cesar, Claudius, soldier, invade, trade, Boudicca, Celts/ Celtic, citizen, armour, tunic, scabbard,</p>

<p><b>Enquiry Question: When did the Romans come to Britain and why?</b></p>	<p><b>Enquiry Question: Who could join the Roman army?</b></p>	<p><b>Enquiry Question: Who was Boudicca and why do we remember her?</b></p>
<p><b>Concept: Chronology, Cause and Consequence</b>  <b>Thread: Invasion, Empire</b>  <b>Enquiry Skill: Questioning</b></p>	<p><b>Concept: Significance</b>  <b>Thread: Invasion</b>  <b>Enquiry Skill: Researching</b></p>	<p><b>Concept: Significance, Cause and Consequence</b>  <b>Thread: War and Conflict</b>  <b>Enquiry Skill: Questioning and Researching</b></p>
<p> Julius Cesar attempted to invade twice (55BC, 54BC) before Emperor Claudius succeeded in 43AD. Students will look at the growth of the Roman Empire and understand that as it grew, it needed more resources to support the growing population. Britain was rich in some of these resources (gold, tin, iron and cattle). Emperors also wanted the glory in having conquered Britain.</p> <p><b>Practise:</b> Students will place 4 key events into gaps of a timeline (other important events are labelled)</p> <p><b>Apply:</b> Students will complete a true or false tick list with reasons why the Romans invaded Britain.</p> <p><b>Deepen:</b> Why do you think it took a long time for the Romans to invade Britain? (It is an island and hard to get to, weather, forced back by tribes)</p> <p>Task – Sequence events in early History of Rome; Plotting invasions on a class timeline; cloze procedure for sticky knowledge</p>	<p> Only men who were over 20 could join. They had to be a Roman citizen and were not allowed to be married. Soldiers had to march 24 miles a day, wearing full armour and weapons. Had to be extremely disciplined and well organised. By only allowing men with these attributes, the Roman army was able to conquer and invade other countries, expanding its empire (link back to previous lesson). Class discussions could also happen around how this is different to today and the idea of gender equality.</p> <p><b>Practise:</b> Students will complete a true or false/ close passage filling in key information about Roman soldiers.</p> <p><b>Apply:</b> Students will look at 2 pictures and say which one would be a Roman soldier and which one wouldn't.</p> <p><b>Deepen:</b> Why do you think the Roman army was so strict on who could join? Needed to be fit and strong to move quickly and fight. Good discipline to work in army to squash any rebellions or other armies. Quality is better than quantity.</p>	<p> Boudicca was a Celtic Queen who led an uprising against the Romans from 60 to 61AD. Her armies had successful battles before she died. The rebellion was a crucial moment in time for early British history and as a result of it the Romans made certain that their installations after the revolt were secure and that the Briton population never more posed a threat. Boudicca can be remembered as Britain's first heroine.</p> <div data-bbox="1523 606 2172 1181" style="border: 1px solid black; padding: 5px;"> <p><b>Activity 6: Seeing alternatives:</b>  <b>How could it have turned out differently? Boudicca's rebellion</b></p> <p>This can help pupils understand that people often had choices and that things were not always bound to happen. The outcome was often dependent on a range of factors.</p>  <ol style="list-style-type: none"> <li>1. Provide details of Boudicca's revolt – the reasons, the events, the results.</li> <li>2. What could the Romans have done differently to alter what happened.</li> <li>3. What might Boudicca have done differently to help ensure a different result.</li> <li>4. Could Boudicca have done anything to almost guarantee that she would be successful in the end?</li> <li>5. If you were Boudicca what would you have done differently?</li> <li>6. Why do you think Boudicca did not do these things?</li> </ol> </div> <p><b>Practise:</b> Close passage/ tick list/ true or false about Boudicca's life.</p> <p><b>Apply:</b> Children explore why Boudicca led a rebellion as a class discussion (Pros and cons)</p> <p><b>Deepen:</b> Look at key events of Boudicca's rebellion and why she made those choices. Could she have been more successful if she made different choices? Students explain their thinking.</p>

Enquiry Question: What did Boudicca really look like?	Enquiry Question: Why was Hadrian's wall built?	Enquiry Question: What is Roman Road?
<b>Concept: Interpreting evidence</b> <b>Enquiry Skill: Interpreting</b>	<b>Concept: Cause and Consequence</b> <b>Thread: Settlement, War and Conflict</b> <b>Enquiry Skill: Questioning and Researching</b>	<b>Concept: Similarity and difference</b> <b>Thread: Invention</b> <b>Enquiry Skill: Interpreting, Fieldwork</b>
 <p>Children will learn that we have no pictures or paintings of Boudicca and we can only rely on recounts from other people. They will be able to explain which picture they feel is most accurate and why, understanding any bias in the description by Cassius Dio.</p> <p><b>Practise:</b> Look at 3 different images of Boudicca and say which they think is really her – give reasons.</p> <p><b>Apply:</b> Read Cassius Dio's description and write about why it is not an accurate description – idea of bias.</p> <p><b>Deepen:</b> Students apply the idea of bias to Boudicca's rebellion. Students write a short letter from the perspective of a Celt and the perspective of a Roman.</p>	 <p>Children will learn that the Roman's built the wall to separate themselves from 'barbarians' (anyone not a Roman). They will learn that archaeologists studied the site to learn about life near the wall, Artefacts found have been studied and used to understand what life was like at Hadrian's Wall.</p> <p><b>Practise:</b> Children annotate a picture of Hadrian's wall with dates and key parts of it.</p> <p><b>Apply:</b> Children will learn about why Hadrian's wall was built.</p> <p><b>Deepen:</b> Write a letter to Roman Leaders explaining why Hadrian wants a wall built and what he will need. They will identify benefits of building the wall. Challenge: consider whether moats (Yr 1 knowledge) or walls are better at defending territory with reasons.</p>	 <p>Students will visit Roman Road. They will learn that Roman roads were built long and straight (and most are now the blue print for modern motorways).</p> <p>The Romans wanted long straight roads in order to move their army quickly from one part of the country to the other to quash any uprisings.</p> <p><b>Apply:</b> Children compare Roman Road map to modern road map. What do they notice?</p> <p><b>Deepen:</b> Why were Roman roads built like there were?</p>

<b>Enquiry Question: What did the Romans bring with them?</b>	<b>Enquiry Question: What have I learnt about the Romans?</b>	
<b>Concept: Change and continuity</b> <b>Thread: Invention, Trade</b> <b>Enquiry Skill: Questioning, Planning, Researching</b>	<b>Concept: Significance, Change and Continuity</b> <b>Enquiry Skill: Organising, Communicating, and Presenting information</b>	
 <p>The Romans imported foods (cabbage, peas, stinging nettles etc), law and order, central heating, aqueducts (water bridges), paved streets, heated baths and indoor plumbing.</p> <p><b>Practise:</b> Children will sort items into categories of what Romans brought with them and what they didn't.</p> <p><b>Apply:</b> What are the benefits of all these things?</p> <p><b>Deepen:</b> They may discuss whether the Romans coming to Britain was a good thing or not and whether it was the method of their arrival in Britain that is debated.</p>	 <p>Students will work in groups / pairs to present all they have learnt about the Romans. This could be done as a PPT, poster, speech etc.</p> <p>This could be based around the threads of: Empire, Invasion, War and Conflict, Technology, Invention, Settlement or based on each of the lessons.</p> <p>Print off and place into their books.</p>	