



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



<p>Year Group: 3</p> <p>Suggested books:</p>	<p>Term: Spring #1 & Summer #1 2022</p>	<p>Teacher: Jess Hindley</p>	<p>Subject lead: Dionne Sanati</p>	<p>Overview: The Roman Empire and its impact on Britain (locality study Chester)</p> <p>This is a double unit and will continue in the Summer Term.</p>	<p>Key End Points:</p> <p>By the end of this unit children will be able to:</p> <p>Explain how the Roman Empire began and expanded overtime. Why the Romans invaded Britain and how the Celts reacted to the invasion. They will be able to compare different aspects Roman Britain with Iron Age Britain to see the continuities and changes between the two. They will also know about the achievements of the Romans and their legacy in Britain.</p>	
<p>Links to other learning:</p> <p>Maths – sequencing dates</p> <p>Reading – retrieval, prediction & inference</p>	<p>Relevant Prior Learning:</p> <p>In their previous unit, children have studied the Stone Age to Iron Age periods looking at areas of continuity and changes throughout by comparing innovations/changes/advancements in tools, housing and food. Also identifying what caused the shift in hunter-gathering to settlements.</p>	<p>Relevant Future Learning:</p> <p>In the next term children will continue to deepen their knowledge Roman Empire and its impact on Britain with a focussed locality study on the city of Chester.</p>	<p>High Quality Text:</p> <p>Queen of Darkness (Boudicca's Revolt) by Tony Bradman</p> <p>The Thieves of Ostia by Caroline Lawrence</p>	<p>Risk Assessment:</p>	<p>Teacher CPD:</p> <p>If you did not do so in the previous unit watch the 5 CPD videos below – breaking down chronology</p> <p>Sequencing, Scaling, Duration/ intervals, Concurrence, Interaction</p> <p>https://www.youtube.com/channel/UCyfpQy_vJ8R8XgFHjwNTIQ</p> <p>NEW - Watch the video 'What is chronological narrative?' LKS2</p> <p>https://www.youtube.com/watch?v=dlqpwi0Wv1Y</p> <p>Read through articles and listen to podcasts on HA website to support subject knowledge prior to teaching.</p> <p>https://www.history.org.uk/primary/resource/8384/the-roman-empire-and-its-impact-on-britain</p> <p>https://www.history.org.uk/podcasts/categories/431/podcast/5/roman-britain</p> <p>https://www.history.org.uk/primary/module/4334/podcast-roman-britain</p> <p>Historical Association Login</p> <p>amyharris@mendell.wirral.sch.uk</p> <p>mendellhistory1</p>	
<p><u>Learning Intention</u></p>	<p><u>Lesson Outline</u> (Key Questions in colour)</p>			<p><u>Resources</u></p>	<p><u>Vocabulary</u></p>	<p><u>Lowest 20% Adaptations</u></p>
<p>1</p> <p>I can interpret the important elements of Rome's history</p>	<p>In this unit of History we will be studying the Roman Empire and Roman Britain. <i>What do you already know about the Romans?</i> Take feedback.</p> <p>In this unit we will be answering the following enquiry questions:</p> <p>1) <i>How did the Roman Empire change over time?</i></p> <p>2) <i>What does the chronology of the Roman Empire and Roman Britain look like?</i></p> <p>3) <i>How and why did the Romans invade Britain?</i></p> <p>4) <i>What was the Celts' (the people living in Britain at the time) reaction to the Roman invasion? 5-6)</i></p> <p>Recap KS1 vocabulary – Monarch <i>What is a monarch?</i> <i>Monarch - ahead of state, especially a king, queen, or emperor.</i></p> <p>Words of the week: Kingdom, Republic, Empire <i>Kingdom - a country, state, or territory ruled by a king or queen.</i></p>			<p>Prior to the lesson teacher to set up an account on Mozaweb – free to do with 5 free downloads a month. You will need to check this works on school laptops as you may need to download an external viewer.</p> <p>Download from Twinkl e-book for the legend of Romulus and Remus</p> <p>https://www.twinkl.co.uk/resource/tp2-e-3526-romulus-and-remus-ebook</p> <p>Lesson 1 ppt and resources</p>	<p>Kingdom Republic Empire</p> <p>Continuity and change</p> <p>Europe Italy Rome Military Conquer Invade Downfall</p>	

	<p>Republic - where power is held by the people and their representatives in government, rather than a monarch. Today most countries are republics and practice a form of democracy ("rule by the people").</p> <p>Empire - a set of lands or regions that are ruled by an emperor. Usually the emperor will have governors, viceroys or client kings who each rule one land or region. An empire will usually also have many different cultures.</p> <p>Task 1: Give the children a quick match up activity in their books for the key words and the definitions to reinforce.</p> <p>While our topic is going to focus on Roman Britain, we are going to be looking at the whole of the Roman era first so that we understand its power, influence and legacy. Today in History we are going to learn about how the Roman Empire began and how it developed into a Kingdom, then a Republic, then into an Empire and how final it fell (downfall). Our enquiry question for today is...How did the Roman Empire change over time?</p> <p>Now explain that we are going to be taking a very quick look at the history of Rome itself. Explain that it all began with the story of Romulus and Remus. Read the story to the chn. https://www.twinkl.co.uk/resource/tp2-e-3526-romulus-and-remus-ebook</p> <p>Show the clip below as a visual of how the civilisation developed over time from the Roman Kingdom to the Roman Republic to the Roman Empire and finally with its downfall. https://www.youtube.com/watch?app=desktop&v=GyIVlyK6voU</p> <p>Repeat this time using www.mozaweb.com 3D animation 'Provinces and Settlements of Ancient Rome', highlighting the growth of the city and the territory it conquered. You could also look at settlements and trade routes.</p> <p>What does the growth of the civilisation from a city (Rome), to a Kingdom, then to a Republic and finally to an Empire tell you about the Romans as a civilisation? e.g. strong, determined, powerful, conquerors etc.</p> <p>Written Task: Chn to use the answers on question sheet to write a few short paragraphs about the history of Rome. Each paragraph should include the information from each section – examples below...</p> <p><u>Beginning</u> Rome was founded in 753BC by Romulus after he had fought and killed his brother Remus. It was a small city at first with little power.</p> <p><u>The Roman Kingdom</u> During this time, there was one King who ruled over everybody. To help him rule, a Senate was created which were the oldest and most powerful men in Rome. The Kingdom ended though when the people of Rome became fed up with the Kings and them abusing their power. They rioted and got rid of the Monarchy.</p> <p><u>The Roman Republic</u> After getting rid of the Monarchy, the Senate decided that 2 people should now rule Rome so that neither of them had more power than the other. During this time, one of the most important Emperors, Julius Caesar, was killed. His great-nephew tried to find the killers and this caused a civil war.</p> <p><u>The Roman Empire</u> During the Empire, most of Britain was conquered from 43AD. Christianity was also introduced as the main religion and the Empire was split into 2 – the Eastern Empire and the Western Empire. The Western Empire fell first in 476AD but the Eastern Empire didn't fall until nearly 1,000 years later!</p>	<p>It may be helpful to make a flow chart on the WW to show the growth of the Roman Civilisation City (Rome) > Kingdom > Republic > Empire > Downfall</p> <p>Display some maps (take screenshots from the video) on WW to show changes in Roman spread overtime.</p> <p>Teacher could adapt written outcome using sentence stems so children can focus on extracting key historical information e.g. <i>Rome was founded in ____ by ____ after he had fought and killed his brother ____.</i> <i>It was a small city at first with little ____.</i></p>	<p>Chn could complete the task as a group write or could have sentence stems to complete</p>
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2	I can place Roman and Roman British history into a chronological context	<p>Words of the week: Chronology -the arrangement of events or dates in the order of their occurrence</p> <p>Words of the week: BCE/ BC & CE/ AD BCE (Before Common Era) is another non-Christian version of BC (before Christ). CE (Common Era) is the non-Christian equivalent of AD (anno Domini), which means "in the year of the Lord" in Latin.</p> <p>Today in History we are going to build our chronological narrative (the mental timeline of the past in our heads). We will place Roman and Roman British history into chronological order using a timeline to sequence the dates and events. Our enquiry question for today is...What does the chronology of the Roman Empire and Roman Britain look like?</p> <p>Recap chronological narrative from previous unit: Ask the chn if they remember how long the Stone, Bronze and Iron Ages lasted. Highlight that the Palaeolithic part of the Stone Age (Old Stone Age) lasted for 2.6m years and have them try to remember the kinds of things that happened during the Stone Age – created fire, trading, farming, tools, weapons, entertainment etc.</p> <p>Ask them to think about the Iron Age and the Celts (the people who living in Britain at the time) and their way of life. Take feedback. Ask them if they think that the Celts were the only people around at the time – they should remember that Rome was founded around 753BC which was not long after the start of the Iron Age in Britain.</p> <p>Highlight that the Romans started life as the Romans from 753BC and lived in Italy for quite a while before they started expanding into other countries. Show chn the KS2 Timeline (either physical scaled on WW or on ppt)and ask chn what they notice about the Roman Empire and Roman Britain – they should notice that they overlap and that the Empire started a long time before Roman Britain did. Point out that numbers on the BC/BCE side of timeline get smaller (descending order) the closer we move to the year 0 and then start again (ascending order) as we move into AD/CE.</p> <p>Highlight that the Empire stops at 476AD because this was when the Empire was split into 2 and it is generally considered the end of the TRUE Roman Empire. Have the chn discuss what they think that this means – it took time for them to reach Britain, perhaps they didn't want to invade Britain, perhaps they couldn't invade because it is an island so is surrounded by water and therefore harder to invade.</p> <p>Have chn then look at the duration of Roman Britain compared to the Iron Age and Stone and Bronze Age.</p> <p>What does this tell us about Roman Britain? Why do they think it ended when it did? What do they notice about BC and AD?</p> <p>Task: Chn to complete the timeline (L2 – Resources) by accurately cutting out and placing the periods onto the blank timeline. Chn to then make notes next to the timeline about what they can see, comparing durations, order, overlapping (concurrent) etc.</p> <p>Challenge – Can you explain why the Roman Empire label ends at 476AD and not 1453AD? The Empire stops at 476AD because this was when the Empire was split into 2 and it is generally considered the end of the TRUE Roman Empire.</p> <p>Plenary: Ask chn to share their notes and highlight the use any important vocabulary such as duration, period, concurrent.</p>	Lesson 2 ppt and resources	<p>Chronology BCE/ BC CE/ AD</p> <p>Stone Age Palaeolithic Bronze Age Iron Age Celts</p> <p>Descending Ascending</p> <p>Duration Period concurrent</p>	

3	I can identify the reasons why and how Britain was invaded by the Romans	<p>Words of the week: invade & conquer <i>Invade - to enter as an enemy, by force, in order to conquer or plunder. To disturb or break into without being asked or wanted; intrude on; violate. E.g. The Roman army invaded the enemy's territory (land). Conquer - to overcome by force. To gain control of through great effort e.g. It was difficult, but the Romans conquered their enemies.</i></p> <p>Today in History we are going to research using primary and secondary sources to find out how and why the Romans invaded Britain. Our enquiry question for today is...How and why did the Romans invade Britain?</p> <p>Introduce this vocabulary but do not worry about children being able to recall definitions as this will be reinforced in future learning.</p> <p>Primary source & secondary source <i>A primary source is a work that gives original information. It is something that comes from a time being studied or from a person who was involved in the events being studied.</i> <i>A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching.</i></p> <p>Can you remember when Britain was 'successfully' invaded? (43AD). Why did I say 'successfully' invaded? Explain that there had been 3 other previous attempts to invade Britain before 43AD and that we will explore when, why and how the Romans tried to invade Britain.</p> <p>https://www.bbc.co.uk/bitesize/articles/z9j4kqt</p> <p>Use the BBC website to show the video, pausing at various points to explain. Show the chn the transcript underneath so that they know where to find it for their task later on. Also point out the interactive underneath the video for their task too.</p> <p>Show chn the Cassius Dio Primary Source Sheet (L3 – Resources) and talk them through how this is an excerpt from a genuine Roman historian who wrote about the Romans from the time so this is a primary source. Highlight that, if he himself was Roman, we might need to be careful about 'bias' and him favouring the Romans. Explain that some of this might be difficult to understand and that the underlined parts in brackets have been put in to help them understand some of the trickier parts. Read it through and explain some of the trickier language and concepts.</p> <p>Task: Chn to have iPads 1:2 or one each with the BBC website loaded onto it and a copy of the Cassius Dio Primary Resource Sheet. Chn to then answer the questions from the Worksheet (L3 – Resources) about the various invasions using the website and the Primary Source sheet. Challenge - Write a short paragraph summing up the main points e.g. <i>The Romans wanted to invade Britain to take it's natural resources. There were 4 attempts to invade but only the 4th was successful in 43AD. The Celts fought back most of the time, but they were surprised by the 4th invasion and didn't fight back in hand-to-hand combat at first. It took 30 years for the Romans to conquer the South of England.</i></p> <p>Plenary: Ask chn some simple recall questions about the invasion to see what they can remember – how many attempts? Who invaded in 54 and 55BC? Why did Caligula stop the army from invading? In which year was the successful invasion?</p>	Need iPads for this lesson Lesson 3 resources	invade conquer primary source secondary source Introduce this word verbally but do not worry about the children being able to explain the definitions as this is Year 4: bias	
4	I can explore causes and effects/ consequences of events in history	<p>Words of the week: cause & effects <i>Cause - This is an event in history that we are going to learn about. It didn't just happen for no reason. Things caused it to happen and there consequences of it happening.</i> <i>Effect – the result of the event. Sometimes they can be positive effects or negative consequences that are unwelcome or unpleasant.</i></p> <p>Reiterate the meaning using something the chn can relate to</p>	Historic Context for teacher subject knowledge: The indigenous population of Britain was structured into different tribes all of whom were approached by the Romans. Roman conquest was a clever system and did not just revolve around the might of the Roman legions. Local chieftains were given the choice of whether they were willing to 'cooperate' with	cause & consequence Rebellion Tribe	

	<p>e.g. cause you don't tidy your room and consequence you are grounded. Cause you do your homework and effect you do get reward dojos and do better in class.</p> <p><i>Learning about it will help us to understand the wider period of history.</i> Today in History we are going to explore a range of sources to find evidence that will help us understand the causes and consequences on the Celts when the Romans invaded Britain. We will speculate about possible answers and back up our answers with evidence from our research. Our enquiry question for today is...What was the Celts' (the people living in Britain at the time) reaction to the Roman invasion?</p> <p>Recap from previous lesson: Can you remember when Britain was 'successfully' invaded? (43AD). Why did I say 'successfully' invaded? Explain that there had been 3 other previous attempts to invade Britain before 43AD and that we will explore when, why and how the Romans tried to invade Britain.</p> <p>How would you have reacted and what would you have done if the Romans invaded where you lived? Imagine you're in charge of a tribe, what could you do in response to the Roman's invasion? What choices do you think you'd be given? You'd have two choices...Fight or rebel against them OR Cooperate and become a client kingdom.</p> <p>Children work collaboratively to discuss their reaction and what the potential consequences would be of their choice and the others (e.g. fightback and be killed by the legions of Rome). Complete slide 5 table as a class Take photo of the table to include in chn's books. Have a brief debate... Which option would you promote as a leader? Why? What would be the consequences of the different options? Are you surprised some Celts chose to cooperate with them?</p> <p>Introduce the two significant queens and their different strategies of fighting against Rome after they took her kingdom (Boudicca) and cooperating with them by handing over a Celtic leader who was fighting against Rome (Cartimandua). Have you heard of either queen? Was there a choice which had no negative consequences?</p> <p>Task: Use the information pages to research the queens' reactions and consequences that came from it. Children can use highlighters to find key information. Interesting fact – the information sheet mentions our locality (Chester)! What do the sources tell you about the two queens?</p> <p>Reflection: Evaluate the reign of the two queen's and discuss if their choice of reaction has changed now they have seen the consequences. Has it changed your opinion? Why? Which path would you have taken?</p> <p>Written Task: Ask chn to choose a picture of the queen they agree with and write a reasoned justification as to why they would have made the same decisions. Sentence starters/ examples opposite and word bank to support writing. HA could write arguments for both queens would/ wouldn't. Display good examples on WW. Which evidence has influenced your answer?</p>	<p>Rome and rule under their control or face the might of the army. The purpose of this lesson is to continue to build context as to what the conquest of Britain involved and how it impacted on the Celts focusing on a comparison of Boudicca and a lesser known Queen, Cartimandua. The reaction of indigenous populace to invasion is a theme that can be found throughout history and related to the Saxon invasion and Vikings raids in the Year 4 curriculum at Mendell.</p> <p>Lesson 4 ppt Cartimandua and Boudicca information sheets</p> <p>Sentence starters/ WAGOLL examples:</p>  <p><i>I would have reacted like Boudicca (Queen of the Iceni) and led a rebellion to protect my tribe.</i></p> <p><i>I wouldn't have reacted like (Queen of the Iceni) because her army was slaughtered and they lost!</i></p>  <p><i>I would have reacted like Cartimandua (Queen of the Brigantes) because she was on the side of the Romans which brought her great wealth.</i></p> <p><i>I wouldn't have reacted Cartimandua (Queen of the Brigantes) because she betrayed her people the Celts and didn't fight with them to protect her country from invaders.</i></p> <p>Word bank: rebellion tribe Boudicca (Queen of the Iceni) army protect slaughtered Cartimandua (Queen of the Brigantes) client kingdom power and wealth invaders invasion</p>	<p>Boudicca (Queen of the Iceni) Force Protect Slaughtered</p> <p>Cartimandua (Queen of the Brigantes) Client kingdom Power and wealth</p> <p>Invaders Invasion</p>	<p>Support chn in reading of the information sheets and extracting the information.</p> <p>Support chn in write group justifications for written task.</p>
5 - 6	<p>Locality Visit to Chester - Investigate the Romanisation of Britain and explore life in Roman Chester. Our enquiry question for today is...What does the evidence tell us about Roman Chester? The day includes: • An interactive session, with a wide range of hands-on activities designed to bring Roman Chester to life and explore the work of archaeologists in uncovering the past.</p>			

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| | <ul style="list-style-type: none">• A self-led visit to the Museum's extensive and newly displayed Roman galleries, delving into the stories of the people of Roman Chester, with Worksheets and Teacher's Guides to accompany your visit.• A march with a Roman soldier around his fortress home, and practice drill and shield formation delivered by our partner, Roman Tours UK www.romantoursuk.com (invoiced separately)• Lunch space provided |
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