

Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History




Year Group: 3		Term: Summer #1 2022	Teacher: Jess Hindley	Subject lead: Dionne Sanati	Overview: The Roman Empire and its impact on Britain (locality study Chester) This is a double unit which began in the Spring Term.	Key End Points: By the end of this unit children will be able to: Recount some of the key events in the history of Roman Britain. Explain how Roman Britain is reflected in our locality (Chester). Begin to understand what a primary and a secondary source it. Compare aspects of Roman and Celtic life to explore continuity and change. Explain why some Roman sites are significant in British history. Explain some of the achievements of the Romans and their legacy in Britain. Recall some of the causes and consequences linked to the end of Roman Britain.	
Links to other learning: Maths – sequencing dates Reading – retrieval, prediction & inference		Relevant Prior Learning: In the Spring Term, children began to develop their knowledge of Roman Empire and its impact on Britain with a focussed locality study on the city of Chester. In this term they will deepen that knowledge further.	Relevant Future Learning:	High Quality Text: Queen of Darkness (Boudicca’s Revolt) by Tony Bradman The Thieves of Ostia by Caroline Lawrence Black and British by David Olusoga	Risk Assessment:	Teacher CPD: Read through articles and listen to podcasts on HA website to support subject knowledge prior to teaching. https://www.history.org.uk/primary/resource/8384/the-roman-empire-and-its-impact-on-britain https://www.history.org.uk/podcasts/categories/431/podcast/5/roman-britain https://www.history.org.uk/primary/module/4334/podcast-roman-britain Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1	
Learning Intention		Lesson Outline (Key Questions in colour)			Resources	Vocabulary	Lowest 20% Adaptations
1	I can use a timeline to chronologically sequence events and dates	<p>Last term we learnt about how the Roman Empire began and changed over time. We learnt about why the Romans invaded Britain and how the Celts reacted to the invasion. We also went on our locality visit to Chester to start to learn about the impact of the Romans on the city. By the end of this term we will have all the evidence we need to answer the overarching/ big enquiry question... Was the Roman invasion of Britain a good or a bad thing?</p> <p>Now let’s recap our prior learning through a Kahoot multiple choice quiz (see questions/answer opposite). Take photos of chn undertaking the quiz as evidence for their books.</p> <p>-----</p> <p>Recap Word of the week: chronology -Chronology is a word meaning 'the study of time'. It comes from the Greek words chronos (time) and logos (word). The adjective is chronological. Putting events in chronological order means: listing them in the order in which they happened.</p> <p>Today in History we will be recapping our learning from our visit to Roman Chester. We will be developing our understanding of chronology by using timelines to sequence events and dates. Our enquiry question for today is...What does the chronology of Roman Britain (and Roman Chester) look like and what does the evidence tell us about Roman Chester?</p> <p>Explain the symbols on the understanding the timeline slide. Chn will need to know what these mean for the main activity.</p>			<p>Questions and answers for Kahoot recap quiz:</p> <p>What does BCE/BC mean? BCE (Before Common Era) is another non-Christian version of BC (before Christ)</p> <p>Where did the Roman Empire begin? Rome</p> <p>When did the Roman Empire begin? 753BC</p> <p>What is a Senate? The state council of the ancient Roman Republic and Empire.</p> <p>The monarch/king in Rome was replaced by what? The Roman Emperor.</p> <p>What was the Roman Republic? A period of the ancient Roman civilization when the government operated as a republic (power was held by the people) without a monarch</p> <p>What was the main religion of the Romans? Christianity.</p> <p>When the Roman Empire began what period of time was it in Britain? Iron Age</p> <p>What group were living in Britain when the Romans invaded? Celts</p> <p>What does CE/ AD mean? CE (Common Era) is the non-Christian equivalent of AD (anno Domini), which means “in the year of the Lord” in Latin.</p> <p>When was Britain successfully invaded by the Romans? 43AD</p>	<p>chronology</p> <p>invasion achievement society culture trade military legions</p> <p>sequencing interval duration</p>	

	<p>Group activity: Give chn border paper with the dates scaled like below. What is our scale in years? 50 year intervals (half a century as a century is 100 years). What do you think the blue section and the green section represent? Blue is BCE/BC and green is AD/CE. Can you label it on your timelines?</p> <table border="1" data-bbox="338 204 1207 237"> <tr> <td>50</td> <td>1</td> <td>50</td> <td>100</td> <td>150</td> <td>200</td> <td>250</td> <td>300</td> <td>350</td> <td>400</td> <td>450</td> </tr> </table> <p>Task 1: You need to work as a group to sequence the significant events in Roman Britain in chronological order on your scaled timeline. Task 2: Chn can then use the symbol cards and match them to the Roman Chester cards to identify the type of event. Take photos of the process and completed timelines as evidence for the chn's books. Display one of the timelines on the WW for reference during the next lessons.</p> <p>Reflection: Check the chronological order with the class. Then ask the chn to answer the questions below to analyse the timeline in more detail specifically linked to Chester...</p> <p>Do you think this represents all the events from Roman Britain? No, this is the tiniest fraction but they were chosen because they were some of the most important. Which of the events do you think is the most significant? Why? When was Chester first settled by the Romans? 79 AD the Romans build a fort next to the River Dee. Why was Chester chosen as a location? Because of its location near the River Dee which was a vital transport and trade link. What does the evidence tell us about the culture in Roman Chester? The evidence from our visit told us that amphitheatre was built entertainment, coins were used for trade, the decorated their houses with beautiful mosaics, baths houses were built for hygiene and leisure. What does the evidence tell us about the military in Roman Chester? It had a fortress for one of the Roman legions. The Roman soldiers.... When did the Romans leave Chester and why did they leave? By 383AD most Roman soldiers had left Chester to fight their enemy the Gauls in Germany. By 400AD all Roman soldiers had left Chester.</p> <p>Task 3: Chn to write a brief reflection to summarise their learning from the activities today and the visit to Chester. Teacher to prepare a photo collage of images from the chronology cards and the visit to be used as a visual prompt.</p>	50	1	50	100	150	200	250	300	350	400	450	<p>Why did the Romans want to invade Britain? To make their empire more powerful and to find natural resources. Which are these are examples of natural resources that the Romans wanted? precious metals, slaves, farmland, iron, lead, copper, silver, and gold.</p> <p>----- Lesson 1 ppt</p> <p>-Teacher to prepare border paper scaled with dates for each group. -Chronology cards with dates. -Small versions of the symbols on the ppt slide for chn to place next to events on their timeline.</p> <p>Example reflections for task 3:</p> <p><i>-The Romans came to Chester in 79AD. They built a fortress there because it was close the River Dee so it was good for trading. On our visit I saw the amphitheatre which they used for entertainment.</i></p> <p><i>-From our visit to Chester I learnt that the Romans built a fortress there because it is close to the River Dee so it would have been good for trade links. They also built the amphitheatre in Chester for entertainment. I also learnt...</i></p>	<p>Photo collage from cards and visits as visual prompt. Teacher/TA support group write for task 3.</p>
50	1	50	100	150	200	250	300	350	400	450				
<p>2</p> <p>I can compare Celtic and Roman life and understand that there were some changes and continuity between them</p>	<p>New words of the week: changes and continuity - Change means something that is obviously different from what occurred previously. For example we could look at different moments or things in history and compare them e.g comparing the changes in Celtic housing to Roman housing. - Continuity - Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Continuity means something that stay the same, relatively unchanged, over time.</p> <p>Today you are going to explore historical sources to compare different aspects of Celtic and Roman life such as housing, society, food, entertainment and religious belief. We will summarise our evidence by looking at changes and continuity - things that changed or continued (things that stayed the same) during the Roman period in Britain. Our enquiry question for today is... What was Celtic life like in comparison to Roman life in Britain?</p>	<p>Lesson 2 ppt</p> <p>Sources sheets</p> <p>Example completed table format to compare and contrast (teacher to use this as guidance sheet during questioning)</p> <table border="1" data-bbox="1263 1278 1794 1490"> <thead> <tr> <th></th> <th>Celtic</th> <th>Roman</th> </tr> </thead> <tbody> <tr> <td>Compare (same)</td> <td>They both had a leader. The King ruled the Celtic society</td> <td>The emperor ruled the Roman society</td> </tr> <tr> <td></td> <td>The Celts had skilled warriors</td> <td>The Romans had a skilled army</td> </tr> </tbody> </table>		Celtic	Roman	Compare (same)	They both had a leader. The King ruled the Celtic society	The emperor ruled the Roman society		The Celts had skilled warriors	The Romans had a skilled army	<p>Changes Continuity</p> <p>Society Housing Entertainment Religious beliefs</p> <p>Compare Contrast</p> <p>Pagans Christians King</p>		
	Celtic	Roman												
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	<p>Task 1 – model investigating sources for society. Give chn time to look at the sources about society and language and discuss their initial thoughts. What does society mean? The groupings of people that make up a community What kind of groupings do you think make up our society? E.g. children, adults, older people, rich, poor etc. What does the source tell us about? Did the Romans lived in tribes like the Celts? No, we already know that countries that were invaded became part of the great Roman Empire. Does the source show changes between Celtic and Roman society or does the source show continuity between Celtic and Roman society? Whole class analyse sources about society and language to make comparisons between them. Model note taking in table format to compare this aspect (example opposite).</p> <p>Task 2 – mixed ability pairs: Chn to use sources packs to explore and make comparisons between housing, food, entertainment and religious beliefs. Chn to make notes using table format modelled. Teacher to circulate during this task (completed table opposite to support) to support pupils in extracting some of the comparisons and contrasts.</p> <p>Plenary: Discuss comparisons that chn have made focussing in on aspects of life that changed or continued during the Roman period in Britain. Model writing two sentences to summarise one change and one continuity. Chn to then write their own sentences to summarise one change and one continuity.</p> <p>Teacher examples below...</p> <p><u>Continuity</u> <i>The Romans let the Celts continue to worship their own gods.</i> <i>The Romans spoke Latin but the Celts continued to speak their own language.</i> <i>At the start of the Roman invasion, many Celts continued to live their rural life but this changed over time as more of them moved near or into the Roman cities.</i></p> <p><u>Change</u> <i>The Romans introduced many new fruits and vegetables to Britain, which changed the diet of the Celts as they started to grow and eat them.</i> <i>The Romans changed the way people travelled in Britain because they built roads.</i> <i>The Romans changed the main religion</i></p>		<p>Celts had slaves</p> <p>Celts used coins for trade</p> <p>Celts like patterned art in wood or stone</p> <p>Celts worshipped many gods</p>	<p>Romans had slaves</p> <p>Romans used coins for trade</p> <p>Romans liked mosaic art in stone</p> <p>At the start of Roman Britain, the Romans worshipped many gods</p>	<p>Emperor Rural Cities</p>	
		<p>Contrast (different)</p>	<p>Celts had separate tribes</p> <p>Celtic women were equal to others and were respected</p> <p>The Celts spoke their own language</p> <p>They used bendy dirt tracks for roads but they were not planned or made from stone</p> <p>The Celts lived a rural life and their towns were not planned</p> <p>The Celts were Pagans who believed in many gods</p> <p>The Celtic diet had some fruit and vegetables found in Britain</p>	<p>Romans were one nation and part of the Roman Empire</p> <p>Roman women had no rights</p> <p>The Romans spoke and wrote in Latin</p> <p>They built roads out of stone with shops and taverns along them</p> <p>The Romans carefully planned and built large cities</p> <p>By 391BC most Romans were Christians and only worshipped one god</p> <p>Romans ate more fish, fruit and vegetables in their diet</p> <p>Roman entertainment</p>		<p>Teacher led group write for plenary</p>

					was more extravagant like gladiator battles in amphitheatres		
3	I can explore significance and use evidence to justify and explain my reasoning	<p>Recap previous words of the week: significant/ significance <i>A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.</i></p> <p>Today in History we will learning about some of the most significant Roman achievements. The purpose of this lesson is for you to explore various sources of evidence, for you to find the evidence you need to justify why an achievement should be viewed as significant. Our enquiry question for today is...What are the most significant Roman achievements?</p> <p>Discuss the term significance and discuss how we can tell if something is significant. Show Ian Dawson's criteria for significance opposite. Can you tell me something (an event or a person) that you've learned about in history that is significant?</p> <p>Watch carefully – can the chn remember some of the achievements of the Romans. https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx Achievements they will hear about in the video - aqueducts, sewers and baths, roads, coins, Roman numerals, Roman temples, Christianity, speaking/reading and writing in Latin, measurements. Note them on WB and discuss... Which achievements would have impacted people's lives? How would they have improved them?</p> <p>Task 1: Chn complete the Diamond 9 activity, placing each of the achievements in order of what they feel had the most to least impact on the Britain that we live in today. Stick in books. Reflect in talk partners – Can you tell your partner which achievement you have put at the top and why think it is the most significant?</p> <p>Reflection: Which achievements have influenced our world today? Discuss and debate which is the most significant in the opinion of the class focusing on justifying their opinions. Take photos of the debate for chn's books.</p> <p>Task 2: Explain that the chn will now research one of the achievements in more detail. Teacher to give chn time to explore sources about public bath houses. HA chn could choose another achievement and research independently using ipads and books available.</p> <p>Guided modelling/ writing: Teacher to then model how to record findings using notes and sticking/ labelling some of the images from the artefacts sheets as evidence.</p> <p>Plenary: Use Ian Dawson's criteria to discuss the significance of Roman Public Bathhouses. Did this achievement change people's lives (this can be for the better or worse)? Did it have a lasting impact on Britain or the world?</p> <p>Explain that tomorrow the children will choose another achievement and will use sources to explore why it's significant against the agreed criteria.</p>	<p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p> <p>Diamond 9 information cards</p> <p>Teacher to prepare a written model for task 2 to demonstrate research/ presentation skills.</p> <p>Teacher may wish to use books available as well from the library.</p> <p>Public bath houses Artefacts sources sheet https://www.bbc.co.uk/bitesize/clips/z8grkqt Audio recording of the text available at the bottom of the page https://www.ducksters.com/history/ancient_rome/roman_baths.php</p> <p>Ipads and library books available for HA to choose another achievement to research independently.</p>	<p>Significance Significant</p> <p>Achievement Influence Impact consequences evidence</p> <p>Settlement transport trade hygiene sanitation economy</p>	<p>Teacher led group work to explore sources or mixed ability partner work</p>		
4	I can explore legacy and use	<p>Word of the week: legacy <i>Legacy - something that is handed down from one period of time to another period of time.</i></p>	<p>Teacher may wish to use books available as well from the library.</p>	<p>Legacy</p>			

	<p>evidence to justify and explain my reasoning</p>	<p>Where have you heard the word before? Any predictions about how the Romans influenced Britain and left their legacy? Today we will build on our learning from last lesson where we learnt about some of the most significant Roman achievements. Today we will be thinking about the concept of legacy to answer the enquiry question: What is the legacy of Roman Britain?</p> <p>Recap: Discuss what was learned in the previous lesson related to the achievements of Rome and which was viewed as the most significant. What were the achievements of the Roman period that we studied? What is the legacy of Roman Britain? What can we still see and experience today?</p> <p>Identify where we can see the impact of Rome on our world today (include images from artefacts sheets as visual on ppt): - Architecture and engineering - Sanitation and hygiene - Roads - The calendar - Language (Latin) Do we still use any of these today in their 'Roman form'? If they've changed, how have they changed?</p> <p>Children make initial suggestions as to how the Roman achievements' legacy can be seen in our world today. They can attempt to justify which is the most significant to their modern lives. Do we make use of any of these achievements today? What benefits do they bring?</p> <p>Task 1: Children choose one of the achievements and use sources to explore why it's significant against the agreed criteria. Record using similar format to that modelled by teacher in previous lesson. It is important that the chn also think about legacy and how the achievement impacts on our lives today. Why did you believe that achievement is significant? What evidence are you looking for to support your answer? What evidence have you to show the achievement is significant? What is the legacy of the achievement today?</p> <p>Challenge for HA: Answer the following questions using their reasoned judgement. Which achievement do you think had the greatest impact on the Celts? Was it a positive or a negative impact? Why?</p> <p>Reflect: Children share their paragraphs with a peer that chose a different one. What have you learned from your partner? Would you change your diamond 9 order from the last lesson? Why?</p>	<p>Sewers and sanitation Artefacts sources sheet https://www.bbc.co.uk/programmes/p011lx79</p> <p>Roads Artefacts sources sheet https://www.bbc.co.uk/bitesize/clips/zdgrkat</p> <p>Architecture and engineering (more challenging) Artefacts sources sheet https://www.historyforkids.net/roman-architecture.html https://www.bbc.co.uk/bitesize/clips/zq49wmn</p> <p><u>Sentence stems to support writing</u> <i>I think...was the most important Roman achievement in Britain because...</i> <i>Its legacy today is....</i></p> <p><i>I think that... was the most significant achievement of the Romans in Britain.</i> <i>My first reason is...</i> <i>My second reason is...</i> <i>Also...</i> <i>The legacy of it today is...</i></p>	<p>Significance Significant</p> <p>Achievement Influence Impact consequences evidence</p> <p>Settlement transport trade hygiene sanitation economy</p>	<p>Task 1 - teacher led group research. Group write teacher led with sentence stems to support chn's verbalisation of their thoughts</p>
5	<p>I can identify some of the causes and effects/ consequences of the Roman withdrawal from Britain</p>	<p>New Words of the week: cause and consequence/ effect The cause is <u>why it happened</u>, and the consequence/ effect is <u>what happened</u>.</p>  <p>Today we will be analysing sources to find out what caused the Romans to withdraw from Britain and the eventual decline of the Roman Empire. We will also find out what were some of the consequences/ effects after the Romans left Britain. Our enquiry question for today is... What were some of the causes and consequences/ effects linked to the end of Roman Britain?</p> <p>Draw chn's attention to the events below already on the class WW timeline.</p>	<p>Historic Context for teachers: Roman expansion in Britain stopped around the border with Scotland. Hadrian's wall came to mark the border between the empire and the Picts in Scotland. The Romans attempted to expand further by building the Antonine wall which was situated further North. It was abandoned shortly afterward when the legions withdrew. Later in the period, Britain came under attack from the Picts, Saxons and Angles. This lesson focuses on the decline and eventual withdrawal of the Roman legions back to Rome itself.</p>	<p>Cause and consequence</p> <p>Empire, Emperor, defence, decline, trade, economy, Hadrian's wall, Saxon shore forts continuity and change, period of history</p>	

What would the effect of these events have been?

122 AD Hadrian's Wall is built to strengthen the border between England and Scotland.		250 AD onwards → Roman Britain comes under increasing threat from the Picts in Scotland as well as the Angles, Saxons and Jutes in Germany and Scandinavia.	
410 AD After increasing attacks from the Saxons, Scots, Picts and Angles, Britain asked the Roman Emperor Honorius for help. He wrote back telling them to 'look to their own defences' - no help was sent.			

Show the map of Britain including Hadrian's wall and the Antonine wall on ppt. Play video to give chn more information about how and why Hadrian's wall was built.

<https://www.youtube.com/watch?v=pmmfs4Z4Jig>

Read together page 10 from Black and British by David Olusoga to evidence diversity of Roman Britain through Aurelian Moors unit of soldiers stationed on the wall.

Draw their attention to the date the Antonine wall was built.

Why would the Romans try and build a second wall further into Scotland?

Use ppt to explain why it was abandoned.

Use ppt to introduce the archaeological importance of milecastles and Vindolanda.

Why is it important to have forts along the wall and also larger garrisons? Do you think their only role was to house the soldiers?

Task 1 (20mins): Chn to use their research skills find out more about Hadrian's Wall, The Vindolanda tablets and the site itself. Whole class reflection after research...

Why would Vindolanda be a good place for trade?

Has anything surprised you from the tablets?

What has the archaeology told us?

Which aspect of life do the artefacts tell us about?

Does it add to your existing knowledge?

Talk through the withdrawal from Britain and eventual fall of the Western Roman empire using the timeline on WW and videos <https://www.youtube.com/watch?v=GyVlyK6voU>

<https://study.com/academy/lesson/fall-of-rome-lesson-for-kids.html>

Was it one cause or multiple? Multiple causes such as the politicians and rulers of Rome became more and more corrupt, infighting and civil wars within the Empire, attacks from barbarian tribes outside of the empire.

Which is the most significant?

Task 2 (20mins): Return to over the **overarching enquiry question... Was the Roman invasion of Britain a good or a bad thing?**

Explain that, in history, we often find ourselves agreeing or disagreeing with certain elements of it. Today, you will have to either agree or disagree with a statement: The Romans did a little bit for Britain, but not much.

Have the chn discuss their immediate response and why they feel that way. Explain that they will need to give reasons for their answers and demonstrate what they know and have learnt about the Romans to fully back this. Tell them that they can look back at the work in their books and that this is NOT just a test of what they can remember about the Romans.

Final reflection task:

Chn to write a few paragraphs explaining their choice and using the knowledge/ evidence that they have built up to justify it.

Lesson 5 ppt

Black and British by David Olusoga (D. Sanati has a copy).

Task 1 – ipads needed for research.

The following clips could be watched whole class on the IWB rather than individually on ipads.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-soldiers-in-roman-britain/z7d9wty>

<https://www.bbc.co.uk/bitesize/clips/zhq76sg#:~:text=Constucted%20after%20the%20visit%20of,frontier%20of%20the%20Roman%20Empire.>

Sheet 10 facts about Hadrian's Wall

Vinolanda Tablets fact sheet

Website for research

<https://www.english-heritage.org.uk/visit/places/hadrians-wall/hadrians-wall-history-and-stories/history/>

Teacher to prepare written examples of WAGOLL for both views to model to chn.

I think the Roman invasion of Britain was a good thing because...

I think the Roman invasion of Britain was a bad thing because...

Task 1
teacher led
group
research to
support
reading.

Final
reflection
task group
write or
independen

					t with teacher scribing.
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