

YEAR 4 – AUTUMN – TOPIC

THE ROMAN EMPIRE AND ROMAN BRITAIN

WHAT CAN WE REMEMBER THE ROMANS FOR?

In this unit, children focus on learning about the Romans in two contexts. The first, the Roman Empire in general and identifying common features of their cultural, social and religious history. The children will focus on some of the key features of Rome such as the Colosseum, Pantheon and life as a Plebeian child.

In the second half of this topic, the children will focus on the Romans in Britain. They will learn about the repeated attempts to invade Britain by various emperors and the people who opposed the Romans in Britain. Namely Boudicca and the Caledones in modern day Scotland. In addition, they will consider the strength of the Roman Army and how that protected the vast empire.

They will look at a range of historical sources to learn about Hadrian's Wall, cities and towns in Roman Britain and how Britain changed as a result of Roman rule. Finally, the children will focus on the 2nd Augustus Legion who came to Exeter before travelling north to Caerleon in Wales and then Hadrian's Wall.

What can we remember the Romans for?

This is then broken down into smaller blocks of enquiry:

Enquiry 1: Who were the Romans and where did they come from?

Enquiry 2: Was life in the Rome different to that of the Britons?

Enquiry 3: Who, when and why did the Romans invade Britannia?

Enquiry 4: Did the native Britons welcome or resist Roman rule?

Enquiry 5: How did the Romans influence culture and people already here?

Enquiry 6: A study on the 2nd Augustus Legion

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of The Romans and Roman Britain. They should develop an understanding of the distinctiveness of the Romans and where they fits into the broader chronological framework set out in the programme of study for key stage 2 history. The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance

YEAR 4 – TOPIC

SETTLERS AND INVADERS (Part 1)

WAS LIFE IN BRITAIN BETTER IN ROMAN OR ANGLO SAXON TIMES?

In this unit, the children begin to add to their understanding of British History by exploring the major changes in people, societal structure, rule of law and how Britain has changed. They will continue to add to their growing understanding of chronology and significant events in this time.

During this period, many people came to Britain bringing a vast range of beliefs, skills and resources which shaped this country significantly. The children will begin to understand who those people were and their impact on the current inhabitants after the Romans left.

Over the course of the study, children will learn about the Anglo-Saxons and where they came from/originated. They will begin to understand migration and the diverse groups of people who began to settle in Britain.

They will explore how settlements changed and developed, or not, and how societies and peoples had rule of law and different roles within their communities, again with a focus on the child's point of view.

They will consider whether life was better under different rule/rulers and whether the beliefs those people held are relevant today and their impact by exploring different evidence.

The overarching theme is

Was life better in Roman or Anglo Saxon Britain?

This is then broken down into smaller blocks of enquiry:

Enquiry 1: What happened when the Romans left Britain?

Enquiry 2: Was there much difference between Roman and Anglo-Saxon life in Britain?

Enquiry 3: Was England always Christian country?

Enquiry 4: Did the Anglo-Saxon leave any sort of legacy?

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of The Romans and Roman Britain. They should develop an understanding of the distinctiveness of the Romans and where they fits into the broader chronological framework set out in the programme of study for key stage 2 history. The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance