



Delves Lane Primary School Curriculum Unit Plan



Subject area:	History	Year group:	4
Prime Question	What did the Romans do for Britain?		
National Curriculum objective(s):	KS2 - the Roman Empire and its impact on Britain	Key vocabulary to introduce and revisit:	Vocabulary outlined in previous units will be revisited in addition to: source, timeline, chronological, chronologically, similarity, difference, old, older, ancient, new, newer, invader, settler, battle, conquer, empire, BC, AD, century, occupy, inhabit, colonise, army, centurion, legion, equipment, build, roads, Celtic, tribe, Boudicca, revolt, emperor Nero, town, forum (town square), aqueducts, stone walls, central heating, indoor plumbing, public baths, impact

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Curiosity Question	What's the difference between an invader and a settler?	Why did the Roman army make such good invaders?	What was life like in Britain before the Romans invaded?	Who was Boudicca and what were different people's opinions of her?	Why did Boudicca's revolt fail?	What was life like in Roman Britain?	How did the Roman invasion of Britain affect us today?
Skill Focus	I can identify and describe similarities and differences between time periods or different people in the same time period	I can confidently generate ideas about the past and am beginning to understand different representations of the same event	I can describe specific details about the periods I have studied e.g. dates, names, events	I can confidently generate ideas about the past and am beginning to understand different representations of the same event	I can describe the cause of or impact/ consequence of a change or event e.g. how the roman invasion led to the introduction of roads in Britain.	I can describe specific details about the periods I have studied e.g. dates, names, events	I can name various significant individuals/ events and describe why they were significant, giving examples from what I have learnt
Lesson Overview	Discuss the reasons people might move- job, safety, family etc. Move on to discuss the differences between invaders and settlers, generating definitions. Reveal meanings.	Children will revisit their learning on the Roman empire and when their invasion took place, include revision of key dates. Explain that the Roman empire was one of the largest in history, today we will	revisit the timeline of Roman invasion and discuss what was happening prior to this- Iron Age Britain Children will look at images and read information about the homes that Celts lived in, the types of work they did- mostly	Introduce image of Boudicca and discuss what we can tell about her from an image. Record ideas in books- interpreting sources Discuss who she was, where she came from a how she led the revolt against the Roman army, defeating the	Revisit learning about Boudicca and her victory over the Romans but that this was because the Romans were fighting wars elsewhere. Watch video of the story of Boudicca at: https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudicca-and-the-roman-invasion/zmvt44	Discuss what happened after Boudicca's revolt- Celts began to adopt more Roman ways of life. As a class, look at picture cards of aspects of Roman life e.g. Roman towns where buildings were	Revisit learning and timeline about when the Romans left Britain and discuss reasons for this. Introduce the farewell quote from Emperor Honorius and discuss about what the British people might have

	<p>Short task: organise words to describe invaders and settlers into the relevant columns.</p> <p>Explain that the Romans had an empire and discuss what an empire is. Use a map to explain where the Romans came from and the expansion of their empire.</p> <p>Move onto a timeline with the Roman period Omitted. Explain that the Romans Invaded Britain in 43AD and left in 410 AD. Where would this be on the timeline? Discuss and place the Romans' invasion of Britain onto the timeline</p>	<p>explore the reasons why.</p> <p>Use Mozaik 3D model- Roman soldier (1st century BC) to explore the equipment that a Roman soldier would have used- naming pieces.</p> <p>Describe the formation of roman army- 8 men made a tent, ten tents made a century, six centuries made a cohort and ten cohorts made a legion.</p> <p>Use Mozaik 3D model-Ancient Roman infantry tactics to explore the turtle formation then discuss how this made the Romans difficult to defeat.</p>	<p>farming, the clothes they made and wore and how they were fierce warriors</p> <p>Short task: Share Diodorus Siculus's description of the Celts. Read as a class and discuss what this tells us about the Romans' views of the Celts- short reflection in books.</p> <p>Discuss why the Roman invasion was made easier- Celts were tribes which we fighting against each other, not united.</p>	<p>Roman legion in 61AD.</p> <p>Discuss different representations of Boudicca from different people- How the Celts would have viewed her and why versus how the Romans would have viewed her and why.</p>	<p>Explain what happened next in the story (what was seen in the video in more detail)- how the Romans retaliated and were ultimately victorious, leading Boudicca to commit suicide by drinking poison to avoid humiliation.</p>	<p>built in straight lines with a market square at the centre called a forum, Roman roads which connected the towns, building of Aqueducts to transport water between cities and towns, Roman baths so people could stay clean and hygienic and amphitheatres for entertainment. Children will discuss what these sources teach us about Roman life and how it was different from the Celt's way of life.</p>	<p>thought and felt at the time.</p> <p>Discuss what the Romans left behind when they left Britain and discuss how these have impacted upon us today e.g. roads, concrete buildings, underfloor heating, the calendar, reading and writing for most people etc.</p>
High Quality Resources	<p>lesson slides lesson 1 resources (tweaked)</p>	<p>lesson slides-</p> <p>Mozaik 3D- Roman Soldier (1st century BC)</p> <p>Mozaik 3D- Ancient Roman infantry tactics</p> <p>Roman soldier shield</p>	<p>lesson slides</p> <p>Worksheet 3A/ 3B</p> <p>Information sheet 3A/ 3B</p>	<p>lesson slides</p>	<p>lesson slides</p> <p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyh1f4</p>	<p>lesson slides</p> <p>Picture cards- Roman town, Roman Baths, Aqueduct, Roman road, Roman Amphitheatre</p> <p>Question cards to prompt thinking</p>	<p>lesson slides</p> <p>BBC teach- https://www.bbc.co.uk/teach/class-clips-video/hi-story-ks1-ks2-explain-this-roman-roads/z7c8wty</p>
Lesson Outcome	<p>2 column table split into invader and settler with definitions</p>	<p>Labelled diagram of a Roman Soldier's equipment</p>	<p>Fact file about daily life of Celts before the Roman invasion</p>	<p>Spider diagram interpreting image source of Boudicca- what can we tell</p>	<p>Children answer historical assessment questions:</p>	<p>A range of image sources with a reflection about</p>	<p>Children will be given image cards of things that the Romans left</p>

	<p>and words to describe each.</p> <p>Centuries timeline from 0 AD – 1000 AD marked- children label 43AD and 410 AD with Roman invasion and the date the Romans left</p> <p>SEND: support with adding dates to the timeline- which century are we working within? Etc.</p>	<p>Short reflection about why the Roman army was so effective- commenting on battle tactics and equipment</p> <p>SEND: teacher-led discussion with shield artefact- Why did their equipment make them such good invaders?</p>	<p>SEND: mixed-ability partners & scaffolded research fact-file sheet</p>	<p>about her from this image?</p> <p>Description and views of Boudicca from the point of view of a Celt and a Roman and a discussion on how and why these views are different</p> <p>Short cloze procedure about who Boudica was and what she did.</p> <p>SEND: Mixed ability partners & additional support from teacher</p>	<p>Why did Boudicca lead a revolt in the first place?</p> <p>Why was Boudicca victorious in her first revolt?</p> <p>Why did Boudicca ultimately lose and what happened to her?</p> <p>SEND: storyboard activity of Boudicca's revolt. Children illustrate the main events of the story.</p>	<p>what they teach us about Roman life</p> <p>SEND: differentiation by outcome-children will complete fewer examples allowing for greater depth of work in each</p>	<p>behind in Britain when they left.</p> <p>Children will decide which was the most valuable for our lives today and write a short reflection to justify their decision</p> <p>SEND: Mixed ability seating support, additional adult support.</p>
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