



**Topic Title:** Swords and Sandals

**Year Group:** 4

**Academic Year:** 2022 -2023

**KS2 History Intent:** What was the Roman Empire and how did it impact Britain?

To know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. To learn about life in Ancient Rome, their beliefs and the influence they have had throughout history.

<b>Prior Historical Learning/Linked Topics:</b> <b>Chronology</b> <b>Artefacts</b>	<b>Literacy Links (including texts/media used):</b> Romulus and Remus Escape from Pompeii Boudicca	<b>Maths Links:</b> Roman Numerals
<b>Historical Knowledge</b>		
<b>Area of study:</b> <b>The Roman Empire and its impact on Britain.</b>		



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## Historical Skills

### Historical Interpretation:

- Explore the idea that there are different accounts of history.

### Organisation and communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

### Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order.
- Describe dates of and order significant events from the period studied.

### Knowledge and understanding of events, people and changes in the past

- Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past.
- Use evidence to describe buildings and their uses of people from the past

### Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.

### Key Questions:

Why did the Romans invade?  
 When/where did the Romans invade?  
 What was the Roman army like?  
 How did the Romans live?  
 Who were the Celts?  
 Who were the Iceni tribe?  
 What did Boudicca do?  
 What did the Romans leave behind?



#### Content:

- **How was Rome founded? To understand the myth of how Rome was founded.**

Learn about Romulus and Remus story (English link, Geog link) Drama freeze frames of story. Children retell story.

- **To understand the terms 'invade' and 'settle', why people invade and to place the Romans on a timeline. For children to place events, people and changes into correct periods of time, to use dates and vocabulary relating to passing of time and give reasons for and results of historic events**
- **To find out how and why the Romans invaded Britain. For children to place events, people and changes into correct periods of time, to use dates and vocabulary relating to passing of time to give reasons for and results of historic events, to describe and make links between the main events, situations and changes within the Roman era.**

Explain events surrounding Roman invasions of Britain. Re-enact Roman Celt battle. Can children imagine what it was like to be a Roman soldier?

- **To find out who was in Britain when the Romans invaded and learn about their way of life. To know about the characteristics/ features of the Roman Celtic periods – beliefs, attitudes etc, to know about the social, religious and ethnic diversity of Roman Britain, to ask and answer questions and to understand how British society was shaped by invasions and settlements prior to 1066.**

Where can we find out about the Celts? What sources of information can we use?

- **To explore who Boudicca was from different points of view . To know how to find out about events to ask and answer questions. To communicate their understanding of knowledge of history in a number of ways. To know how British society was shaped by invasions and settlements prior to 1066**

Draw or paint a detailed portrait of Boudicca, on 'Wanted' poster, based on the description. EXTEND – children to give direct quotations from Dio Cassius' description in their annotations or descriptions to support the choices they made in their portraits. Complete storyboard/account of Boudicca's revolt. (Link to English)

- **To explore Roman entertainment and research Roman Gladiators. To understand that our knowledge of history comes from a range of sources. To research Roman chariots (link to DT)**

Children look at (hopefully in the context of a visit to a museum or Roman site) artefacts from Roman times and think about their function and attributes. Understand that chariot racing was a form of entertainment for the Romans. Have an image of a Roman chariot and can imagine what a race would have been like.

- **To find out about the Roman way of life. Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past.**



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Researching the Roman way of life. Using the Information Sheet, books, internet etc, children to find as much information as they can for each of the categories listed and note them down.

- **To find out what survived from the Roman settlement of Britain. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.**

**Ask questions and find answers about the past.**

Explain how and when the Romans left Britain. Children to complete the 'What the Romans left behind' poster.

**Key Vocabulary:**

Rome, 'invade' and 'settle', artefact, Romans, Celts, Iceni tribe, Boudicca, battle formations, sources, chariot, gladiator, sword, shield, conflict, battle, villa, toga, baths, aqueduct, amphitheatre, Colosseum, Julius Caesar, Pantheon, Basilica.

**Stunning Start/Marvellous Middle/Fabulous Finish:**

Stunning Start: Olympic Games

Marvellous Middle: Campfire bread and battle re-enactment

Fabulous Finish: Roman banquet

**OAA/Trips/Visits/Visitors:**

Parents to be invited to share in banquet