

### Rationale:

The aim is to support a school's recovery curriculum as children move through the planned learning 2020/21 by identifying key learning in statutory elements of foundation subjects along with activities and resources that would support school and home learning.

Schools may have identified other elements of key learning as per their planning to deliver the national curriculum programmes of study.

### The following is detailed below:

- key learning for statutory components in the PoS that will support the learning in subsequent core subjects
- activities that could support delivery within a 2-3 hour teaching session
- additional activities for home learning / extension tasks where schools can provide learning outside of teaching time
- background information for teachers
- additional resources for teachers and home learning

### Schools may consider some of the following to facilitate time with the 2020/21 curriculum:

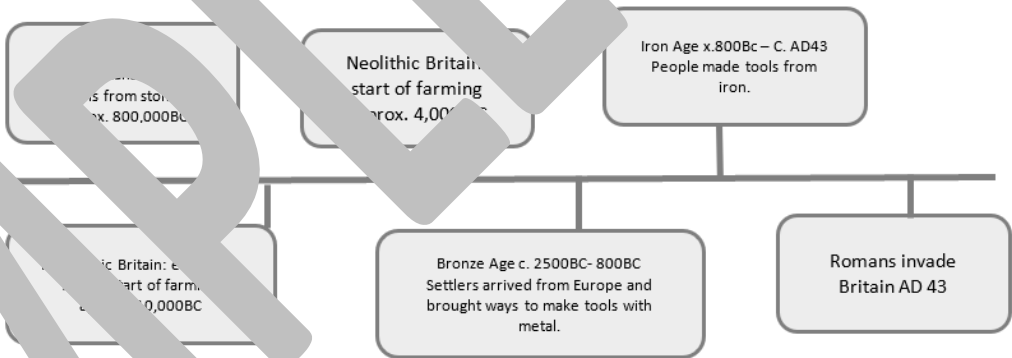
- 'trimming' new units to accommodate one extra session
- adding the additional session to the end of a Y3/4 unit on Stone Age / Iron Age or the beginning of a Y4/5 unit on Anglo Saxons
- additional opportunities to enrich children's learning through for example linked class text/libraries or an enrichment experience.

Whilst BC (before the birth of Christ) and AD (after the birth of Christ) are being used throughout the document, some schools may alternatively use BCE (before the common era) and ACE (after the common era).

### Background Knowledge for Teachers: Period One

Roman Britain was part of the Roman Empire and was ruled from Rome from AD 43 to AD 410. Before the Roman conquest, Britain was a collection of tribes and clans who had established cultural and economic links with Europe. One reason for Rome's interest was Britain's wealth. After initial British resistance, the Romans established themselves in Britain and the lands south of Hadrian's wall in relative peace. The Romans introduced new ideas to the country including in art, culture, industry and architecture. Roman Britain was a nation rather than a number of tribes. From around AD 400 there were repeated attacks on Britain from Irish, Welsh, Picts (Scots) and raiders and pirates from northern Europe. In AD 410 the Roman army was recalled – although Roman cities remained. Gradually most of the Roman cities fell into ruins but some aspects of Roman life and culture continued.

**History PoS Statutory Requirements:** Pupils should have a knowledge and understanding about the Roman Empire and its impact on Britain

| Key aspects   | Key learning  | Suggested activities/resources<br>Delivered through short story/video of events<br>(see resource links)  |
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| <p><b>WHEN:</b><br/>chronology</p>                              | <p><b>Children should have an overview of the key chronology of Roman Britain</b></p> <ul style="list-style-type: none"> <li><b>AD 43 – AD 410.</b> The British Roman period</li> <li>the <b>Roman invasion</b> brought an <b>end to the Iron Age</b>. This is the first time the children will have considered ‘invasion’ in British history</li> <li>it builds on children’s knowledge of <b>change</b> during prehistory (Stone Age to Iron Age)</li> </ul>  | <p><b>Learning activities:</b></p> <ol style="list-style-type: none"> <li>Use a simple timeline and create a <b>‘big picture’ timeline</b> including prior learning about pre-history and add the Roman period.</li> </ol>  <pre> graph TD     A[Stone Age: c. 800,000BC<br/>Humans from stone tools] --&gt; B[Neolithic Britain: c. 4,000BC<br/>Start of farming]     B --&gt; C[Bronze Age: c. 2500BC - 800BC<br/>Settlers arrived from Europe and brought ways to make tools with metal.]     C --&gt; D[Iron Age: c. 800BC - c. AD43<br/>People made tools from iron.]     D --&gt; E[Romans invade Britain AD 43]   </pre> |
| <p><b>WHO:</b><br/>key leaders who influenced Roman Britain</p> | <p><b>Julius Caesar</b> – Roman leader who ordered the first Roman invasion of Britain.</p> <p><b>Claudius</b> – Emperor who ordered the successful invasion of Britain led by <b>General Aulus Plautius</b>.</p> <p><b>Boudicca</b> – Queen of the Iceni who led a rebellion against Roman rule.</p> <p><b>Hadrian</b> – Emperor who ordered the building of the wall between Scotland &amp; Roman Britain.</p> <p><b>Tacitus</b> – Roman historian and senator who provided information about the Romans.</p> | <p><b>Learning activities:</b></p> <ol style="list-style-type: none"> <li>Make <b>key figure</b> information cards and add details of what they did as events unfold.</li> </ol> <p><b>Home learning/extension activities:</b></p> <p>Use the learner guide to research <b>life in Ancient Rome</b> and to find out more about some of the <b>emperors who influenced Britain</b> <a href="https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg">https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg</a></p>  |

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| <p><b>WHAT:</b><br/>key events</p> | <p><b>55 BC</b> attempted invasion of Britain by Julius Caesar.</p> <p><b>AD 43</b> successful invasion by Plautius under the order of Emperor Claudius.</p> <p><b>AD 60/61 Boudicca</b>, Queen of the Iceni tribe, led a rebellion against the Romans. She defeated the Romans at Colchester, St Albans and London before they finally won.</p> <p><b>AD 122</b> The Romans built <b>Hadrian's wall</b> to keep the Scottish tribes out of England.</p> <p><b>AD 200</b> Christianity introduced to Britain.</p> <p><b>AD 408</b> Attacks by the Picts, Scots and Saxons.</p> <p><b>AD 410</b> The Roman army is recalled and Britain is <b>independent</b>.</p> | <p><b>Learning activities:</b></p> <ol style="list-style-type: none"> <li><b>What happened.</b> Use a large timeline and add key figures and major events during the Roman period as events unfold.</li> </ol> <div data-bbox="1048 316 2116 497"> <p>A horizontal timeline with five green boxes containing the following text:</p> <ul style="list-style-type: none"> <li><b>55 BC</b><br/>Attempted invasion of Britain by Emperor Julius Caesar</li> <li><b>AD 43</b><br/>Successful invasion of Britain ordered by Emperor Claudius</li> <li><b>AD 61</b><br/>British rebellion led by Boudicca, queen of the Iceni tribe</li> <li><b>AD 200</b><br/>Christianity introduced to Britain</li> <li><b>AD 410</b><br/>End of Roman rule in Britain</li> </ul> </div> <ol style="list-style-type: none"> <li><b>What was the Roman Empire like? Use a map to show the size of the Roman Empire.</b> Watch the short clip.<br/> <a href="https://www.usc.edu/org/collections/00000245.jpg">https://www.usc.edu/org/collections/00000245.jpg</a><br/> <a href="http://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1">http://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1</a> (2:37)<br/> <b>British towns and Roman streets.</b> Watch the short clip or watch the video of Boudicca's rebellion.<br/> <a href="http://www.bbc.co.uk/bitesize/clips/z8bg9j6">http://www.bbc.co.uk/bitesize/clips/z8bg9j6</a> (2:39)<br/> <a href="http://www.youtube.com/watch?v=eC7ONgTJGKw&amp;list=PLcvEcrsF_9zKsCp4fUadIlg6ea9Fd5ADrO&amp;index=47">http://www.youtube.com/watch?v=eC7ONgTJGKw&amp;list=PLcvEcrsF_9zKsCp4fUadIlg6ea9Fd5ADrO&amp;index=47</a> (4:00)<br/> <b>Living in Roman Britain and what the Romans introduced.</b><br/>         Use some of the short BBC clips and/or the artefact activity below as resources. Discuss resources between the group and ask children to research and make notes about a given aspect of Roman life. Share learning with the whole group.<br/> <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1">https://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1</a> </li> <li><b>Roman rule comes to an end: their legacy.</b><br/>         Use the Key Concepts and ranking activity below.</li> </ol> <p><b>Home learning/extension activities:</b></p> <ul style="list-style-type: none"> <li>Research the Romans in Merseyside. Liverpool Museum pack:<br/> <a href="https://images.liverpoolmuseums.org.uk/2020-05/Roman-Merseyside.pdf">https://images.liverpoolmuseums.org.uk/2020-05/Roman-Merseyside.pdf</a> </li> <li>Discover what it was like to be a child in Roman Britain. Write a diary entry for a day in the life of a child in Roman Britain.<br/> <a href="https://www.youtube.com/watch?v=3xbgvnz8eJA&amp;index=5&amp;list=PLcvEcrsF_9zLglwQV_ZStomKKkEZQRnSh">https://www.youtube.com/watch?v=3xbgvnz8eJA&amp;index=5&amp;list=PLcvEcrsF_9zLglwQV_ZStomKKkEZQRnSh</a> (5:33)         </li> </ul> |
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| <p><b>SO WHAT:</b><br/>key concepts</p> | <p><b>CAUSE &amp; CONSEQUENCE:</b></p> <ul style="list-style-type: none"> <li>• Reasons why the Romans invaded Britain.</li> <li>• Change from tribal rule to nation.</li> </ul> <p><b>POWER:</b></p> <ul style="list-style-type: none"> <li>• Roman Empire.</li> <li>• Roman army – legions, training, weapons, armour, tactics, discipline.</li> </ul> <p><b>LEGACY/INFLUENCE:</b></p> <ul style="list-style-type: none"> <li>• The impact of the Romans in Britain.</li> <li>• ‘Romanisation’ of Britain.</li> </ul> | <p><b>Learning activities:</b></p> <ol style="list-style-type: none"> <li>1. Use a <b>ranking activity</b> to consider the <b>impact of the Romans</b> in Britain: <ul style="list-style-type: none"> <li>- give children 9 of the main aspects of Roman life introduced on individual cards</li> <li>- children rank them from most to least important</li> <li>- share and discuss reasons</li> </ul> </li> </ol> <p><b>Towns and cities</b> e.g. Chester</p> <p><b>Roads:</b> paved, straight <a href="https://www.bbc.com/bitesize/clips/zjc4d2p">https://www.bbc.com/bitesize/clips/zjc4d2p</a> (01:26)</p> <p><b>Buildings</b></p> <p><b>Inventions/Technology:</b> central heating, aqueducts, toilets, sewers</p> <p><b>Written language:</b> numbers &amp; measurement systems</p> <p><b>Law</b></p> <p><b>Christianity</b></p> <p><b>Coins</b></p> <p><b>Entertainment:</b> public games, amphitheatres</p> <p><b>Summary:</b> Roman Britain was a <b>nation</b> rather than a number of tribes.</p> <p><a href="https://www.bbc.com/bitesize/clips/z8d6nbk">https://www.bbc.com/bitesize/clips/z8d6nbk</a> (01:42)</p> <p>Article: <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</a></p> <p><b>Home learning/Extension activities:</b></p> <p>Write an information leaflet including what you think were the most important changes in Britain introduced by the Romans.</p> |
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| <p><b>HOW WE KNOW:</b><br/>key artefacts</p> | <p>There are a wide range of archaeological and written sources:</p> <ul style="list-style-type: none"> <li>• Roman ruins e.g. Chester, villas, baths etc</li> <li>• Hadrian's Wall</li> <li>• Vindolanda fort and tablets</li> <li>• Tacitus' writings</li> </ul>  | <p><b>Learning activities:</b></p> <ol style="list-style-type: none"> <li>1. Use a selection of images of artefacts from Roman Britain in stations around the room to analyse. What can we see? What do they tell us about Roman Britain? Share findings.<br/><a href="https://www.bing.com/images/search?q=roman%20artefacts%20ks2&amp;qs=SC&amp;form=QBIRMH&amp;qft=%20filterui%3Alic%20L3&amp;sp=3&amp;pg=roman%20artefacts%20uk&amp;sk=AS1SC1&amp;sc=6-18&amp;cvid=ODFF0C63989E5A520A520A520A520A520&amp;first=1&amp;scenario=ImageBasicHover">https://www.bing.com/images/search?q=roman%20artefacts%20ks2&amp;qs=SC&amp;form=QBIRMH&amp;qft=%20filterui%3Alic%20L3&amp;sp=3&amp;pg=roman%20artefacts%20uk&amp;sk=AS1SC1&amp;sc=6-18&amp;cvid=ODFF0C63989E5A520A520A520A520A520&amp;first=1&amp;scenario=ImageBasicHover</a></li> </ol> <p><b>Home learning/exploration activities:</b></p> <ul style="list-style-type: none"> <li>• Research the key features typical of Roman towns in Britain e.g. Chester.</li> <li>• Explore the Vindolanda fort and tablets. Write your own message from a Roman.<br/><a href="https://www.youtube.com/watch?v=-DUohseLcVc&amp;list=PLcVcEcF9zLglwQV_ZStomKKkEZQRnSh&amp;index=2">https://www.youtube.com/watch?v=-DUohseLcVc&amp;list=PLcVcEcF9zLglwQV_ZStomKKkEZQRnSh&amp;index=2</a> (7:11)<br/><a href="http://www.vindolanda.com/roman-learn">http://www.vindolanda.com/roman-learn</a></li> </ul> |
| <p><b>Vocabulary:</b><br/>key concepts</p>   | <p><b>Emperor:</b> the sovereign ruler of an empire.<br/> <b>Empire:</b> a group of territories or peoples under the control of one ruler.<br/> <b>Invasion:</b> an army or country using force to enter and take control of another country.<br/> <b>Legion:</b> a group of 3000 – 6000 soldiers who form a part of an army.<br/> <b>Conquest:</b> taking control of another country by force.<br/> <b>Rebellion:</b> armed opposition by a group of people against government control.<br/> <b>Legacy:</b> something that is a part of your history or that remains from an earlier time.</p> |  |

**Additional resources for school and home learning:**

Background information for teachers: <https://www.bbc.com/primary/resources/roman-britain-a-brief-history>

The Roman Empire and effect on Britain: [https://www.youtube.com/watch?v=X7D8yzvz8g&list=PLcVcEcF9zLglwQV\\_ZStomKKkEZQRnSh&index=1](https://www.youtube.com/watch?v=X7D8yzvz8g&list=PLcVcEcF9zLglwQV_ZStomKKkEZQRnSh&index=1)

**Maps of Roman Empire:** [https://upload.wikimedia.org/wikipedia/commons/8/8d/Roman\\_Empire\\_in\\_150\\_AD.png](https://upload.wikimedia.org/wikipedia/commons/8/8d/Roman_Empire_in_150_AD.png)

**Roman Roads in Britain:** <https://upload.wikimedia.org/wikipedia/commons/thumb/4/4a/Roman.Britain.roads.jpg/1200px-Roman.Britain.roads.jpg>

<https://upload.wikimedia.org/wikipedia/commons/thumb/e/e2/Roman.Roads.in.Britannia.svg/280px-Roman.Roads.in.Britannia.svg.png>

**Suggested book lists:**

*(While every attempt is made to ensure the quality and appropriateness of texts, SIL would advise that all books are checked for appropriateness in terms of content, age and level)*

**Empire's End - A Roman Story** by Leila Rasheed

**Defenders: Dark Arena** by Tom Palmer

**Meet the Ancient Romans** by James Davies

**Escape from Pompeii** by Christina Balit

**Asterix the Gladiator** by Goscinny & Uderzo

**The Orchard Book of Roman Myths** by Geraldine McCaughrean & Emma Chichester Clark

**The Usbourne Official Roman Soldier's Handbook** by Lucia Fabricius Imperiosa

**Rome: Spectacular Cross-Section** by Stephen Biesty

**Roman Diary: The Journal of Iliona Young Slave** by Richard Platt & David Parkins

**You Wouldn't Want to be a Roman Soldier** by David Stewart & David Antram

**Gladiator** by John Malam & David Antram

**The Roman Record** by Paul Dowsell

**Three Cheers for Women** by Marcia Williams (includes Boudicca)

**Boudicca: Brilliant Biographies of the Dead Famous** by Paul Harris

**Time Travel Guides: Roman Britain and Londinium** by Ben Hubbard

**100 Facts: Roman Britain** by Miles Kelly

**The Romans: Gods, Emperors and Dormice** by Marcia Williams

**Roman Myths and Legends** by Anthony Masters & Anthony Miller