

<p>Theme read: Roman Diary – the journal of Iliona young slave Escape Pompeii The Roman News (series) The Leopard in the Golden Cage (The Scar Gatherer Book 1) Boudicca descriptions</p>	<p>Year 4 (autumn): Enquiry Question</p> <h2 style="text-align: center;">Was Boudicca the first British Hero?</h2> <p>Key driver: Confidence Key skills: I can talk about the significance of historical events. I can discern how and why contrasting arguments and interpretations of the past have been constructed. Year Enquiry: When did we become British? Topics: Roman Britain High-Quality Outcome:</p>	<p>Resources</p> <ul style="list-style-type: none"> • https://www.keystagehistory.co.uk/ks2/teaching-primary-history-roman-britain-for-key-stage-2/ • Empire's End - A Roman Story by Leila Rasheed • What the Romans Did For Us by Alison Hawes • https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j <p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-roman-britain-animation/zvdc8xs</p>
<p>Key Vocabulary: Empire, Rome, baths, chariot, Boudicca, Iceni, Nero, villa, Hadrian, Julius Caesar, century/centurion, legion, barbarian, celts</p>		<p>Pupil Pledge</p>

<p>Launch It is 60AD. You are a member of the Iceni tribe and you are just about to go into battle against the Romans who've conquered Britain and are now demanding taxes. They are vastly technologically superior in warfare. How will you fight them?</p> <p>Who were the Romans and what was the Roman Empire?</p> <p>WALT: Identify when and where the Roman Empire took place and explain how it spread.</p>	<p>Lesson 2 Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of empire? What would he gain from it?</p> <p>WALT: recall key facts about the invasion of Britain.</p> <p>Outcome: create a mind map of reasons why Romans wanted to invade. Identify and analyse the appealing qualities of Britain during the Roman time period</p> <p>*in this lesson discuss how Ceasar had tried to invade Britain prior</p>	<p>Lesson 3 How did the Roman invasions change the way people lived, traded and socialised?</p> <p>WALT: understand how the Roman empire affected the Britons and how they felt and reacted to the changes that were being made.</p> <p>Outcome: role playing lives of British people before and after outcome then write a short diary entry from perspective of their character, identifying the feelings and emotions of the British people after the invasion.</p>	<p>Lesson 4 Which representation of Boudicca is the most accurate?</p> <p>WALT: recall facts about and reasons for the resistance of Queen Boudicca and understanding different perspectives. analyse the accuracy and reliability of sources related to Boudicca</p> <p>Outcome: Contribute to a discussion on the influence of Boudicca's actions as a significant individual. Analyse the accuracy and reliability of sources related to Boudicca. Make a drawn representation</p>	<p>POP Quiz</p> <p>Why did Boudicca stand up to the Romans and how do we remember her today?</p> <p>WALT:</p> <p>Outcome: retell the story of Boudicca's rebellion through timelining and identify a few reasons for her revolt</p>
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<p>Outcome: play a game of capture the flag to represent being invaded and reflect on how it felt or would have felt during Roman invasion</p> <p>*set scene for unit by reviewing Iron Age Britain</p>			<p>of Boudicca (a 'Wanted' poster or a 'We Want You' recruitment poster) based on analysis of sources – she might be a hero to the Britons but a villain to the Romans.</p>	
<p>Lesson 6</p> <p>Who were better soldiers, the Romans or Celts? Look at how the Romans were the dominant military force in the West at that time – why? Technology, tactics, organisation, experience, wealth. BUT the Celts successful in fighting off Caesar's initial invasion and in individual battles – what advantages did they have?</p> <p>WALT: compare soldiers using sources and reason</p> <p>Outcome: design their own soldier and label it with what makes it an effective fighting 'machine'.</p>	<p>Lesson 7</p> <p>How did the Roman invasions change the British landscape?</p> <p>WALT: understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made</p> <p>Outcome: create a map with roads from roman times, describe the uses of the roads and their significance to the Roman Empire</p> <ul style="list-style-type: none"> Roads, settlements, city names 	<p>Lesson 8</p> <p>What can we tell about Roman life from archaeological remains: a villa or fort or baths?</p> <p>WALT: explain what the Roman villas/ baths were and know about the different features they contained.</p> <p>Outcome: Chdn will compare aspects of people's daily lives in the past with their own by using historical evidence. Chdn compare Roman villa to their own homes, Roman Baths to Blackbird Leys Leisure Centre.</p>	<p>Lesson 9</p> <p>What remains of the Roman Empire today? Looking at Hadrian's Wall. Looking across Europe at other features that have endured: Colosseum, aqueducts.</p> <p>WALT: describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</p> <p>Outcome:</p>	<p>Celebration</p>

<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> Timelining other time periods in relation to Roman Britain to develop a chronologically secure knowledge and 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> Link to Celts learning in Iron Age Y3 unit Follows on chronologically from previous topic, helping 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> Reenactments, oral and written outcomes Making a 'Wanted' poster or a 'We Want You' recruitment poster 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> Further develop an understanding of Britain's history and how people have 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> Chedworth Roman Villa, Roman Baths
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<p>understanding of British and world history.</p> <ul style="list-style-type: none">• Construct informed responses that involve thoughtful selection and organisation of historical information.	<p>to establish the idea of a British timeline up to 1066.</p>	<p>to portray how Boudicca might have been represented in different ways depending on viewpoint.</p> <ul style="list-style-type: none">• Designing our own ultimate fighting machine soldier.	<p>fought for the country we have today</p> <ul style="list-style-type: none">• Understand the origin of common things in modern society• By identifying the feelings the British people after the invasion empathise with how people feel when this happens nowadays.	
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