



# Shadsworth Junior School

## Curriculum



### Year 4 Scheme of Work

**Term: Autumn 2 Spring 2**

**Topic: History- the Roman Empire and Its Impact on Britain**

#### Key Skills and Knowledge:

**Substantive Knowledge – children’s knowledge about the past.**  
 Empire, Invasion, settlement, migration, resistance, farming, trade.

**Chronological Understanding**

To know some features of Roman life, clothes, houses, farming, tools/weapons (sense of period)  
 To be able to place the Roman periods of time BC and BCE on a timeline.

**Roman Empire**

To know what Roman life was like in terms of farming, housing, clothes, and transport, language and writing skills, Gods.  
 To know what the Roman Empire was and the power of its army.  
 To know how the Roman army developed their attacking/defence skills, and advanced weaponry over time a period of time.

**Invasion and settlement**

To know what Celtic Britain was like – houses, clothing, farming, metals and tribal kingdoms.  
 To know that the Romans came to Britain for better opportunities to make the **Roman Empire** greater. (trade, metals, etc)  
 To know about Julius Caesar’s failed invasion attempts in 55-54BCE.  
 To know the successful invasion by Emperor Claudius and conquest including Hadrian’s Wall by 42CE.  
 To know that the Celts agreed contracts with the Romans; trade and taxes were paid to the Romans.  
 To know who Boudicca was and the reasons for her rebellion against the Romans.

**Romanisation of Britain**

To know why the Romans built towns, forts, roads, aqueducts, and hypocausts.  
 To know why the Romans chose Chester for a place to build a large town.  
 To know why the Romans left Britain.

**Knowledge**

To tell the story about the Roman Empire and the power of its army.  
 To tell the story about the attempted invasions led by Julius Caesar and the successful invasion led by Emperor Claudius.  
 To tell the story about what life would have been like for people living in the Roman Britain period.  
 What did they wear?  
 What did they eat?  
 What tools/weapons did they use?  
 What did their houses look like?  
 What buildings did they build? Why did they build them this way?  
 Why did they build them there? What did they build them for?  
 To tell the story of Boudicca and why she rebelled against the Romans.  
 To tell the story of why the Romans left Britain to go back to Rome.  
 To begin to make connections, contrasts, and trends over time.

**Disciplinary Knowledge – children’s knowledge of how historians think.**

**Historical Enquiry (How do we know?)**

Reason about the reliability of sources presented to them.  
 Probably true/probably false? Definitely true/definitely false?  
 Don’t know?

**Evidence and Interpretation**

Chester buildings/ walls, amphitheatre, artefacts, town names, roads, buildings.  
 The Revolt of Boudicca according to Tacitus.

**Change and continuity.**

Roads and houses changed. Romans farmed for their community and to trade **not just** subsistence farming.  
 Clothing changed for some.

**Cause and Consequence**

The Romans came to Britain to trade, land (rich soil for farming), materials tin, copper and iron.  
 Romans built towns like **Chester as a military fort** in the north of England to govern the North West of England.  
 Romans built roads to connect these towns for ease of moving the army and trade.  
 Rome itself was under siege, therefore the Romans left Britain and went back to Rome. Although the Roman army was recalled in 410 CE, the Romans themselves did not all leave. Examples of those who stayed were retired legionaries and government employees who had settled in Britain.

**Similarities and Differences**

Houses, Farming and clothing for many Celts remained the same.  
 Towns were built with different houses and Roman features including Baths, amphitheatres  
 New roads were different and made travel easier.  
 Hypocausts (Underfloor heating) used built.  
 More advanced weapons and armour used by the Romans.

**Significance**

Romanisation of Britain - roads, town names, buildings, aqueducts, language, calendar.

**Reading and Writing Opportunities (Long and Short Activities)**

**Creative Ideas and Hooks**

Hooks - Curious Minds - the invasions, the Roman Army training of defence and attacking skills (the Wedge, Testudo and the Triple Line).

Now Press Play – listen to and role play Boudicca’s Rebellion: Colchester, London & the Battle of Watling Street.

Write a diary from the perspective of a Celtic child when the Romans arrive in Britain or when Boudicca rebels or when the Romans leave Britain.

Creative ideas - Make a Roman shield/armour weapons and understand the symbolic paintings/carvings on them.

**Links to PSHCE, Equality and British Values Work**

Roman Council, Slavery- Men vs Women, Citizenship, Democracy.

Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
archer, annex, civil war, conquer, defences, emperor, <b>empire</b> , <b>farming</b> , fleet, fort, governor, infantry, <b>invasion</b> , tribal kingdom, legion, <b>migration</b> , military alliance, occupation, outnumber, peninsula, pillage, <b>resistance</b> , revolt, <b>settlement</b> , tactic, <b>trade</b> ,	<b>Trip to Chester Museum</b> <a href="http://www.portalstothepast.co.uk">http://www.portalstothepast.co.uk</a>	<a href="file:///E:/History%20Scheme%20of%20Work/From%20Jonathan/Roman%20Britain%20a%20brief%20history%20%20Historical%20Association.html">file:///E:/History%20Scheme%20of%20Work/From%20Jonathan/Roman%20Britain %20a%20brief%20history%20%20Historical%20Association.html</a>
	<b>Misconceptions:</b> Children may believe that Julius Caesar was the first emperor of Rome because he made attempts to invade Britain earlier, however Augustus was the first Roman emperor. Children may think that the Romans got rid of the Celts, when in actual fact there was a blending of cultures and a distinct Romano-Celtic culture was created	<b>Previous knowledge:</b> Year 3 -Children will learn about what life was like in Stone Age to the Iron Age in terms of farming, housing, clothing and tools used. They will know that the Celts lived in round houses and developed strong defensive systems called hill forts. Children will know how we find out about prehistory and know how we can use sources to inform their historical interpretations. Substantive concepts such as trade, migration and settlement will have been taught.