



Medium Term Unit Planning

Topic Name: - Romans

Learning outcome:

Children will learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. They will have an understanding of what Britain was like before the Romans arrived and the roles in a Celtic village.

Hook

The story of Romulus and Remus

Topic Showcase (e.g., display, museum, performance, presentation)

Roman dinner with games

Oracy:

Children to be able to discuss the impact the Romans had on Britain, what life would have been like for soldiers and what Britain was like before the Romans invaded.

Key Vocabulary:

Chronologically, timelines, conquer, legions, legionnaires, Britons, Celts and Iron-Age

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Romulus and Remus by Rudyard Kipling
Boudica: A Celtic Folk Song
The Roman Record
Book by Paul Dowswell

Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

Children have an awareness and appreciation for what other cultures/people can do when integrated.



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Experiences/Visits/Visitors
Wroxeter Roman City/Roman visit

Main Subjects covered:

History

Art

Geography

Art Threshold concepts

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Geography Threshold Concepts

Investigate places

This concept involves understanding the geographical location of places and their physical and human features

History Threshold Concepts

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society



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Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. The legend of how Rome was founded	<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p>	<p>Children will begin to understand the chronology of Rome by creating a timeline. They will begin to understand that one way we know about the past is from stories and be able to retell the story of Romulus and Remus through overlearning.</p>



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<p>2. Life in Britain before the Romans</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Investigate places This concept involves understanding the geographical location of places and their physical and human features</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Children will begin to understand what daily life was like for the Celts before the Romans invaded. They will create a poster that explains the job roles Celtic people had in a traditional village.</p> <p>Using their knowledge of Celtic patterns and shields, children design their own shield with symbols representing themselves.</p>
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<p>3. Exploring mosaics</p>	<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Collect information, sketches and resources.</p> <p>Ensure work is precise.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Children are shown mosaic patterns and discuss what they could mean and the connections between the mosaics and historical events in the Roman era. Discuss what we can learn from mosaics and what the Romans believed in.</p>
<p>4. The rise of the Roman Empire between 800BCE and 305 AD To locate countries arising in historical study of world label them using maps and atlases.</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Children work in pairs to use an atlas and identify the countries that were under Roman rule during the height of the Empire. They should label the countries with today's names on their maps.</p>



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	<p>of history studied were happening at similar times in different places.</p> <p>Investigate places This concept involves understanding the geographical location of places and their physical and human features</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	
<p>5. The Roman Army, a fine fighting machine To write short paragraphs or annotations that explain (why the Roman army was so successful) using a range of technical vocabulary.</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Children to create a leaflet advertising for a Roman legionary, labelling the equipment and weapons, whilst also writing a paragraph that explains all the reasons why the Romans were so successful in conquering other countries.</p>



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<p>6. What did the Romans do for entertainment? To investigate Roman entertainment from a range of sources.</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p>	<p>Children look at the images of different artefacts and write everything that they could learn from that artefact and what they think it might be used for. <i>What is it made of? What was it used for? What size is it? What does the image depict? Why?</i></p>
<p>7. Boudicca's Rebellion - The Queen of the Iceni To begin to understand what it was like to live in Roman occupied Britain in 61 CE before Boudicca's rebellion and what benefits the Romans had brought to Celtic life.</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and</p>	<p>Children are to write Boudicca's rallying speech to her tribe. They must make it as passionate and powerful as they can. They choose words and phrases with great care to persuade all the tribes' people to join her and fight!</p>



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		experiences of men, women and children.	
8. Interpret the Past	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p>	<p>What the Romans have done for us? Children to write and illustrate one benefit in each box, highlighting what the Romans did for us.</p>