



# BJPS History Overview



**Year:** 3/4 Term: Summer 2, 2024

**Unit:** Romans




**Enquiry Question:** What did the Romans do for us?

<b>Substantive Knowledge</b>	See knowledge organiser.
<b>Vocabulary</b>	See knowledge organiser.
<b>Substantive Concepts</b>	Empire, civilisations, Empire, Peace, Trade, Rules/ law, Invasion, Conflict
<b>Hook? Visit?</b>	
<b>Links to any prior units</b>	The Celts (during Iron Age topic).

Wk	Enquiry Question	Evidence Sources	Cause & Consequence	Continuity & Change	Similarity & Difference	Historical Significance	Historical Interpretations	Chronology	Teaching points	Activities
1	<b>Who were the Romans and when were they around?</b>  <b>Substantive concepts:</b> Civilisation Empire			Can identify between and within periods: <ul style="list-style-type: none"> <li>Things that stayed the same</li> <li>Things that changed.</li> </ul> Make links between events over time.		Identify historically significant people and <b>events</b> from a period of history and what they did/happened.		Understand more complex terms e.g. BC/AD.  Put events, places and people on a timeline (matching dates)  Develop an increasingly secure chronological knowledge of local,	<b>Spaced retrieval:</b> Laminated timeline- work in teams to order. Make links to Mayan's (Autumn 2) and Ancient Greeks (spring 2). Y4s to support Y3s to make links explored last year (Stone Age/ Bronze Age/ Iron Age/ Egyptians/ Indus civilisation).  <b>Powerful knowledge:</b> <ul style="list-style-type: none"> <li>Rome was founded in 753 BC.</li> <li>Roman occupation in Britain between 43AD and 420AD</li> <li>476AD Roman Empire declines</li> </ul>	<b>Practice:</b> Work in teams to match and order the timeline. Quiz. Repeat and practice until children are confident. Focus on chronology.  <b>Apply:</b> Children order timeline in books. Can they add some information they have learnt from today's lesson to each period?

							British and world history, using dates.	<p>Visit whole school timeline to look at Romans.</p> <p><b>Teach:</b> Using PowerPoint describe events and periods using the words: BC, AD, decade, ancient, century, empire. Use mathematical knowledge to work out how long-ago events would have happened. Begin to appreciate why Britain would have been an important country to have invaded and conquered. Watch: <a href="#">Bing Videos</a></p>	<p><b>If time at the end watch:</b> <a href="#">How did the Romans change Britain? - BBC Bitesize</a></p> <p><b>Resources:</b> PowerPoint, Practice activity. Timeline for books.</p> <p><b>SEN:</b> Timeline activity- adult guided group. Recap powerful knowledge throughout.</p>
2	<p><b>How and why did the Romans invade Britain?</b></p> <p><b>Substantive concepts:</b>          Empire          Peace          Trade          Rules/ law          Invasion          Conflict</p>		Identify and give reasons for, results of, historical events.			Identify historically significant events.	Develop an increasingly secure chronological knowledge of local, British and world history, using dates.	<p><b>Spaced retrieval:</b> Who were the Romans and when were they around?</p> <p><b>Powerful knowledge:</b></p> <ul style="list-style-type: none"> <li>The Romans made many attempts to invade Britain (55BC, 54Bc – both Julius Caesar and 43AD Emperor Claudius).</li> <li>Trade links were developed between the Celts and the Romans</li> <li>The Romans wanted Britain's precious metals: gold, tin, and iron- and its cattle.</li> </ul> <p><b>Teach:</b> Using the following website: <a href="#">How the Romans conquered Britain - BBC Bitesize</a> read through info and watch video. Explore three raids in detail using the PowerPoint.</p>	<p><b>Practice:</b> Work in teams to order and match the raids. Quiz. Repeat and practice until children are confident.</p> <p><b>Resources:</b> PowerPoint. Practice card. Sequence/process for books.</p> <p><b>SEN:</b> Go through PowerPoint/ video at a slower pace. Children to have copies of info to stick around apply activity.</p>

3	<p><b>Why did the Romans introduce roads and what impact did they have?</b></p> <p><b>Substantive concepts:</b> Trade Empire</p>	Identify different sources that have given them information about the period they are studying .				Begin to identify why what they did (or what happened) was important and how it changed things for people.			<p><b>Spaced retrieval:</b> This is the answer... what could the question be? (43AD and Julius Caesar)</p> <p><b>Powerful knowledge:</b></p> <ul style="list-style-type: none"> <li>One of the Romans many achievements were creating an interconnecting set of roads so that every part of the empire was connected to Rome.</li> <li>The Romans built better roads for the following reasons: Troops could be quickly moved from one place to another, the emperor could send messages quicker, better links for trading, supplies could be sent to different areas of the country.</li> </ul> <p><b>Teach:</b> Watch <a href="#">Roman roads - BBC Teach</a> and work through PowerPoint exploring Roman Roads.</p>	<p><b>Practice:</b> Sort true and false statements. Quiz each other. Repeat until chn can talk confidently about why the Romans introduced roads and what impact it had on their civilisation, and today.</p> <p><b>Apply:</b> Answer enquiry question in books- why did the Romans introduce roads and what impact did they have?</p> <p><b>Resources:</b> Practice cards (true/false) PowerPoint. Video clip.</p> <p><b>SEN:</b> SR on residential. Mixed ability pairs in class. Teacher support where needed.</p>
4	<p><b>How did the Romans influence our language and number systems?</b></p>			Can identify between and within periods: -Things that stayed the same -Things that changed		Begin to identify why what they did (or what happened) was important and how it changed things for people.			<p><b>Spaced Retrieval:</b> Why did the Romans introduce roads and what impact did they have?</p> <p><b>Powerful knowledge:</b></p> <ul style="list-style-type: none"> <li>The Romans brought writing to Northern Europe, and the Latin alphabet is still widely used today.</li> <li>The Romans introduced Roman Numerals which are still used today</li> </ul>	<p><b>Practice (1):</b> (slide 8) Using statements about the Roman alphabet, chn work in pairs to match the statements up. Discuss similarities and differences. Go through as a class.</p> <p><b>Apply (1):</b> (slide 9) Fill in gaps on grid, using knowledge</p>

									<p>(clocks/ watches, Kings/Queens, books/ page numbers)</p> <p><i>Remind chn that the Greek's were the first to invent a true alphabet. Another alphabet where lots of English words come from.</i></p> <p><b>Teach (1):</b> 1) Roman Language Work through PowerPoint (slides 5-7) exploring Roman writing/ language.</p> <p><b>Teach (2):</b> 2) Roman Numerical System Work through the rest of the PowerPoint, exploring Roman Numerals.</p>	<p>encoded during practice activity.</p> <p><b>Practice (2):</b> Using images, chn work in pairs to take it in turns to share new knowledge on Roman numerals.</p> <p><b>Apply (2):</b> Use stem sentences to record new knowledge about Roman numerals.</p> <p><b>Resources:</b> PowerPoint, Practice activities.</p> <p><b>SEN:</b> Guided group.</p>
5	Romans Workshop All Day	<p><b>Enrichment through archaeology:</b></p> <ul style="list-style-type: none"><li>• Introduction/ timeline etc.</li><li>• Each of the 'trenches' has a different site in it. In the excavation session the chn have to work out from the artefacts and clues on information sheets what site it is - doctor's house, tavern, bakery etc.</li><li>• In the pottery session we do a quick tour through Roman mosaics and then they each roll out a clay tablet and make their own mosaic using small glass tiles.</li><li>• In the daily life session they grind grain, learn a little Latin etc.</li></ul>								
6	<u>Back to main enquiry question:</u> What did the Romans do for us?				All of the above					<p>End of unit piece. 3 heads "The best thing the Romans did for us was..."</p> <div><div>Language </div><div>Roads </div><div>A Number system </div></div> <p>Who do you agree with...? Explain why.</p>