

Subject: History	Year group: Year 3	Topic: Romans	Initiation & activation activities:
<p>Prior knowledge required: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality.</p>		<p>Vocabulary: Key Vocabulary: BC/AD,decade, ancient, century, timeline, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, similarities/ differences, information finding skills, historical information, historian, source, eye-witness account, source Challenging Vocabulary: specific reason, recent history, time difference, historical argument, point of view Topic Specific Vocabulary:</p>	
Programme of Study: Year 3 & 4*	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should :continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that</p>	<p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, e.g. Boudica • “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? 		

different versions of past events may exist, giving some reasons for this.

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Can they use their mathematical knowledge to work out how long ago events would have happened?

GD –

- Can they set out on a timeline, within a given period, what special events took place?
- Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?

Knowledge and interpretation

- Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?
- Can they begin to picture what life would have been like for the early settlers?
- Can they recognise that Britain has been invaded by several different groups over time?
- Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?
- Can they suggest why certain events happened as they did in history?
- Can they suggest why certain people acted as they did in history?

GD –

- Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?
- Can they appreciate that war/s would inevitably have brought much distress and bloodshed?
- Do they have an appreciation that wars start for specific reasons and can last for a very long time?
- Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?

Historical enquiry

- Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can they use various sources of evidence to answer questions?
- Can they use various sources to piece together information about a period in history?
- Can they research a specific event from the past?

	<ul style="list-style-type: none"> • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? <p>GD –</p> <ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly? 		
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- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.