

Thematic Concepts	Governance & Societal structure, Invasion and Settlement, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	4	The Romans	
Term	Autumn term		
National Curriculum	The Roman Empire and its impact on Britain		
Prior knowledge	Greeks and democracy		
Links to other subjects	Maths - Roman Numerals.		
Enrichment	Visit to Chester, Visit local Roman ruins		
Skills progression	<u>Chronological Understanding</u> Recognise that the past can be divided into different periods of time and place names, dates and significant events from the past on a timeline. Use specialist dates and terms to talk about different periods	<u>Historical knowledge of events of people and changes in the past</u> Demonstrate knowledge and understanding by describing features of past societies and periods and identify some cultural, religious and ethnic diversity. Give reasons for changes within the time period being studied. Explain how events from the past have helped shape our lives.	<u>Historical enquiry</u> Continue to use a wide variety of sources to collect information about the past. Understand the difference between primary and secondary sources of evidence. Suggest sources of information to help answer questions.
	<u>Interpretations of History</u> Give reasons why there may be different accounts of history.	<u>Organisation and communication</u> Present findings about the past using speaking, writing, ICT and drawing skills, data handling and drama. Use dates and terms correctly. Discuss the most appropriate way to present information thinking about the audience.	
Topic specific (Sticky) vocabulary	Invade, conquer, settle, Empire, governance, Celts, Iceni, Boudica, sanitation		

<p>End points</p>	<p>Key concepts that MUST be understood by all children. This is the first unit of the year and all children MUST understand that History takes place over time. There are several key points that must be understood by all children to understand History. 1) History happens over time e.g. the stone age did not stop one day and then it was the bronze age- the change from the stone to the bronze age happened over a period of time as a consequence of different 'waves' of migration. 2) Time lines can be misleading, things change over time therefore time lines can run parallel. 3) Not all of history has written or pictorial records therefore historians have to use evidence (artefacts, buildings etc) to create theories on why things happen.</p> <p>Children can place the duration of the time of Roman rule in Britain on a timeline. Children know that the Romans came from Rome in Italy. Children know that the Romans tried to invade Britain several times before it was successful in AD 43. Children understand that invasion, conquer and settlement takes place over time. Children know how much of the known world the Roman Empire covered- centralised government in Rome. Children know how Boudica and the Iceni people fought against the occupation of Rome. Children know the Romans did not conquer the north of Britain (modern day Scotland) and built a wall that you can still see parts of today to keep the Scots out- Hadrians Wall. Children know that Roman rule brought many improvements- which still last (although changed and are structurally different today); including roads, public baths and plumbing. Children know the Roman republic had democracy as all male citizens of Rome could vote for members of the various assemblies. The highest assembly – the Senate could only be voted for by wealthy upper class men. Children know what SDQR means (in English) 'The Senate and People of Rome' and how this shows that power rests with the people and Senate not from a ruling Monarch. Children know the Empire declined and the Romans left Britain due to the fall of the empire across its territories.</p>
<p><i>Additional topic specific knowledge</i></p> <p><i>Non-end point</i></p>	<p>Children know and understand Roman numerals that we still use today (ask children to watch TV/movie credits)</p>

Final Question	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>What did the Romans do for us?</p> <p>Possible follow up questions.</p> <p>What can we see in Wigan today from the Romans?</p>
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