

Year 3 – Term 4

What has a greater impact on our lives: humans or nature?

HISTORY



National Curriculum Links:

The Roman Empire and its impact on Britain.

Essential Prior Learning:

Britain has been inhabited by different people over time; these people have made Britain look different.

As new inventions and discoveries are made, people adapt the way they live.

We can find out about the past, even if no one living now was alive then: historians use artefacts from that time to work out how people used to live.

Progression in Skill:

Know where Roman Britain fits into a timeline of periods studied.

Understand that our knowledge of the past is constructed from a range of sources.

Begin to see that sources have different origins and this can affect what we know of a society.

Begin to question why people acted as they did.

Demonstrate an understanding of the significance of Boudicca through recount.

Know why Boudicca is significant.

Give reasons for the Roman invasion of Britain.

Understand that some consequences are long-term whilst others are short-term.

Explain how Britain changed during and as a result of the Roman invasion.

Know that some religions have more than one god or goddess.

The Romans introduced Latin to Britain as a written language.

The Romans built towns and cities with houses and community buildings (e.g. markets, forum, baths).

Wealthy Romans had villas in the countryside; these showed their wealth and status.

The Romans built main roads between major towns and cities to allow trading at markets.

Recognise why people settling in a new place can lead to conflict/ resistance.

Know what an absolute ruler is.

Give reasons why some people rebel against the rules

Long-term Memory Knowledge:

Place the Roman period on a timeline.

Give some reasons why historians may use lots of sources to learn about the past and that ideas about the past can change depending on the sources you are looking at.

Show a curiosity about why people acted as they did, not just what they did.

Start to wonder why people made certain choices in the past.

Know who Boudicca was and her importance.

Name some reasons why the Romans invaded Britain.

Sort consequences of the invasion into short term and long term.

Name some changes in Britain as a result of the Roman invasion.

Give reasons why some invaders are welcome and some can cause conflict.

Know what an absolute ruler is.

Give reasons why some people break or resist rules.

Key Vocabulary

invasion	when one group enters another group's land by force, usually with an army, to take control of it
settlement	a place where people choose to live and build homes, forming a community
Boudica	a Celtic queen who led a major rebellion against the Roman army in Britain around AD 60–61.

villa	a large country house where wealthy Romans lived
Iceni	a Celtic tribe who lived in eastern Britain during the Iron Age and Roman times
emperor	the ruler of an empire
empire	a group of states or countries controlled by one ruler
rebellion	when people rise up and fight against those in power because they are unhappy with the rules
sources	things we use to find out about the past, like objects, writings, buildings, or pictures
evidence	information that helps us learn about or prove what happened in the past, such as objects, documents, or pictures

Progression in Resources:

Information texts and websites

Artefacts (museum loan box)

Relevance

Now	Children understand the impact that different peoples have had on Britain, that our country today is shaped by its history; they develop their understanding of how historians find out about the past.
Future	Children recognise that their actions in the present can have an impact on their future and that of others; they appreciate that hindsight means we view actions from the past differently to how those at the time may have done.
Aspiration	Children make conscious decisions about their behaviour based on the impact it will have on the long-term future. They have an interest in the past, pursuing a career or hobby in areas such as archaeology, curating or research.