

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:

Explain how Britain changed during the Roman Invasion.

Suggest where we might find answers to questions, considering a range of sources.

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

Use labelled diagrams, recounts or pictures to demonstrate an increased knowledge of significant events or figures.

Show an awareness that different interpretations of the past may exist and begin to suggest reasons for this.

#### Long-term Memory Knowledge:

The Romans brought their beliefs and way of life to Britain. They introduced infrastructure e.g. baths, villas, central heating, and main roads.

The Romans were a people who lived in what is now Italy; they built an empire by invading and conquering the lands of other people across much of Europe and parts of Africa. A bigger empire meant more power, with access to land, people (slaves) and resources such as iron and gold.

One of the most well-known people to resist the Romans in Britain was Boudica, queen of the Iceni, a Celtic tribe in modern-day Norfolk. Although they were initially successful, they were finally defeated by the Romans.

There are some written records of life in Roman Britain as the Romans had a written language: Latin.

#### Key Vocabulary

<b>aqueduct</b>	an artificial channel, usually a bridge, that carries water
<b>armour</b>	a special suit to protect the body
<b>chariot</b>	A wheeled carriage pulled by horses.
<b>Britannia</b>	the Latin name for Roman Britain
<b>Caesar</b>	a Roman general
<b>Claudius</b>	a Roman Emperor
<b>emperor</b>	the ruler of an empire
<b>empire</b>	a group of states or countries controlled by one ruler
<b>hypocaust</b>	an ancient Roman heating system
<b>viaduct</b>	a long, elevated roadway supported over a series of arches

#### Progression in Resources:

Information texts and websites

#### Relevance

<b>Now</b>	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.
<b>Future</b>	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.
<b>Aspiration</b>	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.