

**THE WINTERTON FEDERATION MEDIUM TERM PLAN HISTORY Autumn Term YEAR 4**

<b>Romans!</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Success Criteria</b>
<b>Session 1 Covered in English Reading</b>	To explore the legend of how Rome was founded and investigate how it grew into the Roman empire.	Listen & read the story of Romulus and Remus and discuss the accuracy of the story. Answer questions around the story/ sequence the vents of the story.	I can re-tell the legend of Romulus and Remus I know some of the reasons why Rome grew so rapidly from a city to an empire I can children identify some of the countries that were under the rule of the Romans
<b>Session 2</b>	To find out about the social structure and organisation of ancient Rome.	What is a monarchy/republic? Compare and discuss the differences between the two for different types of people. Investigate the different levels of society and learn about different Roman emperors and how they changed the lives of the people they ruled over. Pose thinking question – So why do you think the Romans develop an empire? Use images of Britain & Rome to compare. What might the Romans have believed they were more civilized? Think about – who are we ruled by? Do we pay taxes? Do we have an army to defend us? Is modern Britian more like Rome or Iron Age Britain (Y3 prior learning)	I can explain what a republic is I can identify some of the different social classes of ancient Rome I can name some of the most famous Roman emperors and explain their role in the empire
<b>Session 3</b>	To understand the terms ‘invade’ and ‘settle’ and to place the Romans on a timeline	Consider some of the reasons for which people leave their homes to live in another place. Think about and define the terms ‘invade’ and ‘settle’, and start to think about how and when the Romans came to Britain. Place the Roman occupation on a timeline. Sort vocabulary around meaning of settle & invade; use dictionary to find meaning. Play game to test & recall facts.	I understand the terms ‘invade’ and ‘settle’ I can explain reasons why people have invaded and settled in Britain in the past I can place the Romans on a timeline
<b>Session 4</b>	To find out why and how the Romans successfully invaded Britain	Learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. Find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as	I can suggest some reasons why the Romans invaded Britain I can describe what the Roman army was like I can try to imagine what life was like for Roman soldiers

		well as what life was like for a Roman soldier. March in formation outside using Roman shields; dress a Roman soldier; write a letter home as a soldier in Britain. Was it easy to move when in formation?	
<b>Session 5</b>	To find out who was in Britain when the Romans invaded and learn about their way of life	Who do you think was living in Britain when the Romans invaded? Understand that it was the Celts who were living in Britain at the time of the Roman invasions. Give some brief information about who the Celts were and carry out their own research to find out more about everyday life for the Celts – treasure hunt around the classroom to find facts. Write a short paragraph about being a Celt living in Britain at the time of the invasion. Crazy Celts game.	I know when the Celts lived in Britain I can use sources to find out about Celtic life I can describe in their own words what Celtic daily life was like
<b>Session 6</b>	To explore who Boudica was from different points of view; find out about the results of Boudica's revolt	Introduce Boudica by reading a description of her & then draw her from that description; explore why she was so against the Roman invasion of Britain. Look at Boudica from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view. Learn more about Boudica's revolt, exploring why it was initially so successful, but then ultimately failed. Use short playscript scenes to read and 'act' out. Discuss and explain their views and opinions of Boudica. Storyboard the events of her revolt or write a news report on the revolt.	I know who Boudica was and what she did; the events of her revolt and why it failed. I know that history is represented in different ways by different people I can explain own point of view?
<b>Session 7</b>	To find out about life in Roman Britain	Look at some pictures in groups and discuss what they tell us about daily life in Roman Britain. Then find out about different aspects of Roman life, including Roman towns, roads, construction, public baths and entertainment. Complete carousel activity finding information about these things; choose one to present in an appropriate way or in groups make a book about Roman way of life.	I can explain some aspects of Roman life I can ask and answer questions I can select and record information

<b>Session 8</b>	To know how the Romans have influenced our lives today	Find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. Think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain. Present thoughts as either – a song/rap; information poster; a conversation; represent as a mosaic; pottery as artefacts.	I can identify aspects of our lives that are affected by the Roman rule in Britain I can suggest what life would have been like in Britain if the Romans had never arrived
<b>Cross Curricular Links</b>	<b>Geography</b> <b>English</b> <b>Engineering</b> <b>Art</b>	Italy – physical & human features Myth or legend around Romulus and Remus Use nets to construct a Roman settlement Create Mosaic about everyday life in Britain; pottery of Roman artefacts	