

Year 3: Romans

Previous learning: Pupils will draw upon their Year 2 work, finding similarities and differences. In Year 3, the pupils will explore similarities and differences over periods of time. Pupils will draw upon their Year 2 work, using photographs to retrieve information about the past. In Year 3, pupils will use photographs, maps and written texts. Pupils will draw upon their Year 2 work, placing events in chronological order. In Year 3, pupils will place significant events on a timeline. Pupils will draw upon their Year 2 work, recalling the life of a significant person. In Year 3, pupils will study a significant person and how they have impacted that era of history.

Sticky Knowledge

1. Julias Caesar wanted to make Britain part of the Roman Empire because it was very wealthy.
2. The Roman army was very skilled. They were always ready for battle.
3. Boudica was queen of the Iceni tribe. She started a rebellion to defeat the Romans.
4. The Romans believed in many different Gods.

Disciplinary knowledge

1. Describe the hierarchy and different roles in ancient civilisations.
2. Describe the achievements and influence of the ancient Romans on the wider world.
3. Use historical terms to describe different periods of time.
4. Ask well composed historical questions about aspects of everyday life in ancient periods.
5. Explain the similarities and differences between two periods of history.
6. Explain the cause, consequence and impact of invasion and settlement in Britain.
7. Describe how a significant event or person in British history changed or influenced how people live today.
8. Sequence dates and information from several historical periods.

Week 1

Gladiators - school friendly

To say what a gladiator is.

To know what a gladiator is and talk about what their importance to the Romans was.

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| Week 2 | Placing the Roman period within world history and significant events on a timeline | |
| | To identify some significant events and people from the Roman period. | To order and write a brief explanation of some significant events and place the Roman period between two other time periods. |
| Week 3 | The difference between Roman and British way of life | |
| | To retrieve and list some similarities and differences. | To retrieve and infer information from a text to answer historical questions, comparing Roman and British ways of time. |
| Week 4 | Religious beliefs of the Romans | |
| | To list religious aspects from two time periods. | To write a conclusion about the similarities and differences between the different religions (from different time periods). |
| Week 5 | The role of the Roman army. Britain's settlement by Anglo-Saxons and Scots. | |
| | To say one fact about the Roman army. | To use a range of sources to write an explanation about the Roman army. |
| Week 6 | Roman Mosaics | |
| | To know mosaics were Roman art. | To look at different sources of Roman Mosaics from the local area (museum trip). |
| | To create a Roman Mosaic | To design and create a Roman Mosaic, based on classical Roman designs. |