

Subject: History	Year group: Year 3	Topic: Romans	Initiation & activation activities:
Prior knowledge required: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality.		Vocabulary:	
Programme of Study: Year 3 & 4*	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should :continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p><b>The Roman Empire and its impact on Britain</b> This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• British resistance, e.g. Boudica</li> <li>• “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul> <p>GD –</p> <ul style="list-style-type: none"> <li>• Can they set out on a timeline, within a given period, what special events took place?</li> <li>• Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely,</li> </ul>		

	<p>using hand to hand combat?</p> <ul style="list-style-type: none"> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul> <p>GD –</p> <ul style="list-style-type: none"> <li>• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> <li>• Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</li> <li>• Do they have an appreciation that wars start for specific reasons and can last for a very long time?</li> <li>• Do they appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their ‘information finding’ skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul> <p>GD –</p> <ul style="list-style-type: none"> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> <li>• Can they use specific search engines on the Internet to help them find information more rapidly?</li> </ul>		
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- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.