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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| WALT understand invasion and to place the Romans on a timeline | WALT understand how and why the Romans successfully invaded Britain. (Link to English and Roman Army leaflets) | WALT use a range of sources to research what life was like in Britain at the time of the Roman invasion | WALT use a range of sources to explore Boudicca | WALT understand the results of Boudicca’s revolt | WALT know how the Romans have influenced our lives today |
| **Unit Description** | | | | | |
| In this unit of work, the children will explore the Roman Empire and its impact on Britain. They will also explore Boudicca’s revolt and its impact on the Romans. We will end the unit by exploring the legacy of the Romans. This unit links to English and Art lessons. The children will get the opportunity to create information leaflets on the Roman army and newspaper reports about Boudicca’s revolt. They will produce Roman shields, Roman clay pots, Boudicca portraits and mosaics. | | | | | |
| **Key Vocabulary** | | | | | |
| BC, AD, Celts, Romans, Birth of Christ, Britain, occupation, Roman Empire, Europe, Roman army, shield, boss, design, defence, enemy, Julius Caesar Governor of Gaul, legions, Britannia, iron, tin, gold, silver, copper, Latin, Emperor Honorius, tribes, foreign invaders, inventions, Boudicca, Celts, Iceni, Colchester, St Albans, Governor Suetonius, Diodorus Siculus, warriors, | | | | | |
| **Milestone Indicator** | | | | | |
| To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period  **Chronological understanding** – children can sequence eras, can use a scale to understand duration, understand duration as a measure of long events last for.  **Source Analysis and Interpretation** – children can extract information from various types of source (artefact, pictorial, written), interpret information from various sources, draw conclusions from sources with support.  **Historical Enquiry** - ask questions to deepen understanding, locate answers to own and given questions, draw conclusions based on source work. | | | | | |