

YEAR 4



AUTUMN TERM HISTORY UNIT: How did the arrival of the Romans change Britain?

Lesson	Working Towards	Working at	Greater depth	Assessment activity/ evidence	Assessment
2– Why did Emperor Claudius invade Britain?	Describe what invasion means.	Explain why the Romans invaded Britain.	Explain how the invasion of Britain contributed to it's further growth.	Quiz Questioning Poster Explanation	
3– Why did the Romans almost lose control of Britain?	Recall the tale of Boudica.	Explain why Boudica presented such a threat to the Romans that they almost lost control of Britain.	Analyse and explain why Boudica may not have been fairly represented in Roman sources.	Quiz Questioning Explanation	
4– Why were the Roman army so powerful?	Describe the equipment used by a modern and Roman soldier.	Compare and contrast a modern soldier to a Roman soldier.	Explain the similarities and differences between modern and Roman armies. Explain how the Roman model defeated smaller/weaker armies.	Quiz Questioning	
5– Why were Claudia and Sulpicia living at Hadrian's Wall?	Recognise the reasons for Hadrian's Wall being built.	Explain the reasons for Hadrian's Wall being built, with reference to the Picts.	Explain the reasons for Hadrian's Wall being built and the difficulties the Romans had with the Picts.	Quiz Questioning Annotated Sources	
6– How much do we know about Roman towns built in Britain?	Recognise the main features of a Roman town.	Describe and explain the role of each feature of a Roman town.	Describe and explain why we know so much about the towns the Romans built in Britain and their impact on modern society.	Quiz Questioning Double Page Spread	
7-Why did the Romans organise Gladiatorial games?	Describe a gladiator and explain what their purpose was.	Explain why the Romans in Britain organised gladiatorial games.	Explain why the Romans in Britain organised gladiatorial games and why such events were not always popular with everyone.	Quiz Questioning Poster	

END OF UNIT TEACHER ASSESSMENT:

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NATIONAL CURRICULUM: 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.