

**Year 3 Medium Term History Planner**  
**The Roman Empire**

<p><b>NC link</b> Pupils should be taught about the Roman Empire and its impact on Britain.</p>		<p><b>Key Vocabulary</b> Founded, roman empire, Julius Caesar, invaded, invasion, Claudius, Hadrian's Wall, tribes, hostile, Celts, Boudicca, accounts, evidence, infer, romanisation, villas, mosaics, amphitheatres, gladiators, soldiers, army, gods, pagan festivals, Latin, legacy</p>	
<p>Enquiry Question 1: <b>How was Rome founded?</b></p>	<p>Enquiry Question 2: <b>How did the Romans invade and take control of Britain?</b></p>	<p>Enquiry Question 3: <b>Did the British people welcome the Romans?</b></p>	<p>Enquiry Question 4: <b>How did the Romans change the life of people in Britain?</b></p>
<p>Consider: Where in the world is Rome? Why are we learning about it? When did the Romans live?</p> <p><b>Historical skills:</b> Chronological Understanding Historical Enquiry</p>	<p>Consider: Why did Caesar want to invade Britain – what could it offer him? Was he successful? Were Claudius' reasons the same for invasion? Was he successful?</p> <p><b>Historical skills:</b> Historical Enquiry Organisation and Communication</p>	<p>Consider: How do you think the tribes of Britian felt about this new invading army? Why do we have Hadrian's Wall? Who was Boudicca? What do we know about her? How do accounts of her vary and what can we learn from that?</p> <p><b>Historical skills:</b> Historical interpretation Organisation and Communication</p>	<p>Consider: The romanisation of Britian – the development of towns and villas in the countryside. The sophistication of a rich Roman lifestyle. Diversity in society and the contrast of rich vs poor. Entertainment such as amphitheatres,</p> <p><b>Historical skills:</b> Knowledge and understanding of events, people, and changes in the past</p>
<p>Enquiry Question 5: <b>Did the Romans force their religion upon the British?</b></p>	<p>Enquiry Question 6: <b>How has the Roman legacy affected me? Why did it end?</b></p>	<p>Notes:</p> <p>*Consider a drama lesson for EQ2 – conscience alley for Claudius</p> <p><a href="https://www.english-heritage.org.uk/learn/story-of-england/romans/romans-introduction/">https://www.english-heritage.org.uk/learn/story-of-england/romans/romans-introduction/</a></p> <p><a href="https://royalarmouries.org/learning/learning-resources/home-learning-hub-roman-rule/">https://royalarmouries.org/learning/learning-resources/home-learning-hub-roman-rule/</a></p> <p>*School trip – Royal Armouries Boudicca workshop £5 per pupil <a href="https://royalarmouries.org/learning-at-the-royal-armouries-museum/romans-barbarians-ks2/">https://royalarmouries.org/learning-at-the-royal-armouries-museum/romans-barbarians-ks2/</a></p>	
<p>Consider: Were they tolerant of other religions? What beliefs did they have? How do we know about the beliefs of the Romans and the festivals held including pagan and Xian.</p> <p><b>Historical Skills:</b> Historical Enquiry Knowledge and understanding of events, people and changes in the past.</p>	<p>Consider: What is still in place from the time of the Romans - roads, place-names, surviving buildings and also other influences such as Latin, calendar, money Did the empire end suddenly or was it a gradual decline?</p> <p><b>Historical skills:</b> Knowledge and understanding of events, people and changes in the past.</p>		