

Plan of Key Learning in History with assessment

Year 5 Date:	
Purpose of the unit/National Curriculum	To study the Roman Empire and its impact on Britain
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	What impact did the Romans have on Britain? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about this?	Stone Age to Iron Age (Yr 3) Ancient Greece and ancient Egypt (Yr 4)
How does this link to future learning?	Anglo Saxons (Yr 5) Vikings (Yr 6) Maya (Yr 6)
Key points for the start of the topic	*Always try to start your topic with an engaging 'hook' linked to inquiry skills. This could be a discussion about a photograph, a poem, a 'clue box,' an artefact. 'Inference grids' are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	Show their chronologically secure knowledge by: - Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).
Learning objectives linked to Events, People and Changes	Show their knowledge and understanding of local, national and international history by: - Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. - Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. - Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
Learning objectives linked to Communication	- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. - Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. - Describe aspects of cultural, economic, military, political, religious and social history
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Recognise how our knowledge of the past is constructed from a range of different sources - Describe the results of historical events, situations and changes e.g. the impact on people's lives

By the end of this learning the children will know:	
Weekly questions to build up the skills and knowledge over the topic	Why was Rome so powerful?
	How and why did the Romans invade Britain?
	How did the Celts fight back?
	What was it like in Roman Britain?
	What developments and achievements did the Romans have in Britain?
	What impact did the Romans have on Britain?
Key vocabulary	Romans, Britain, era, empire, impact, invasion, conquest, Celts, achievements, chronology, chronological, sequence, duration, primary source, primary evidence, secondary source, secondary evidence, reliable, culture, beliefs, artefact, infer, inference, events, settlements, religion, government, economy, political, trade, society, Christianity <i>add your own words related to specific events e.g. Great Fire of London</i>
Key knowledge	Julius Caesar had attempted to invade Britain Invasion in 43 AD third attempt led by Emperor Claudius Roman army landed on the south east coast Queen Boudica of the Iceni tribe led an army to fight back 60 AD Achievements included: roads and aqueducts, baths, money as currency, central heating, brick, stone and marble housing, sewage systems, reading and writing in latin Lifestyles – gladiators, chariot racing, feasts, parties
Key Learning for this unit	
Not Expected	Expected