



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Subject: History

Year group: 5 Term: Autumn 2

Title: The Romans

What should I already know?

- I should be able to use sources to ask and answer simple questions about the past.
- I should be able to identify similarities and differences between ways of life in different periods.
- I should know where some events fit into a chronological framework



Facts I will learn

- I will learn that the Romans had a vast empire which included Britain
- I will learn that there was resistance to the Romans including Boudicca / Hadrian's Wall
- I will learn that life for the Romans in Britain was quite different from life for the Celts
- I will learn that the Romans left their mark on Britain in many ways
- I will learn that the Roman Empire eventually disappeared



Key questions

- Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire?
- Who is Boudicca and what image do we have of her today?
- How were the Romans able to keep control over such a vast empire?
- How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?
- How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

What was the Roman Empire and what was its impact on Britain?

Key Skills: • I will be able to identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. • I will be able to describe how Britain has influenced and been influenced by the wider world. • I will be able to give reasons why different versions of past events often exist. • I will be able to make inferences and deductions from sources of information. • I will be able to choose relevant ways to communicate historical findings	Experiences that school will provide: Handling artefacts from the Lancashire Museum 	Key vocab <table><tr><th colspan="2">Definition</th></tr><tr><td>empire</td><td>A group of countries which are all ruled over by the same person</td></tr><tr><td>emperor</td><td>A sovereign ruler of an empire.</td></tr><tr><td>revolt</td><td>Take violent action against an established government or ruler; rebel.</td></tr><tr><td>culture</td><td>Beliefs and behaviours that are traditionally practiced by a group of people</td></tr><tr><td>achievement</td><td>Something accomplished with great effort</td></tr><tr><td>influence</td><td>A thing or person that has the power to affect another</td></tr></table>		Definition		empire	A group of countries which are all ruled over by the same person	emperor	A sovereign ruler of an empire.	revolt	Take violent action against an established government or ruler; rebel.	culture	Beliefs and behaviours that are traditionally practiced by a group of people	achievement	Something accomplished with great effort	influence	A thing or person that has the power to affect another
Definition																	
empire	A group of countries which are all ruled over by the same person																
emperor	A sovereign ruler of an empire.																
revolt	Take violent action against an established government or ruler; rebel.																
culture	Beliefs and behaviours that are traditionally practiced by a group of people																
achievement	Something accomplished with great effort																
influence	A thing or person that has the power to affect another																
Web links: https://www.bbc.co.uk/bitesize/topics/zwmpfg8 (Roman Empire) https://www.bbc.co.uk/bitesize/topics/zqtf34j (Roman Britain)	Experiences that could be provided at home: Research Roman mosaics and create your own mosaic using squares of coloured paper																