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| **History medium term plan** | | |  |
| **Year group: Y3** | **Term:** | |
| **Topic/unit:** The Roman Empire and its impact on Britain | | | |
| **Children make progress with:** | | **Evidence for knowledge/ understanding developed:** | |
| **Substantive knowledge:** (What children will know and remember)   * Dates of the Roman Empire/invasion of Britain * Some idea of the size/ spread of the Roman Empire. * Understands major changes made in Britain by the Romans, including what Romanization was. * Knows some things that changed/ remained the same during and after the Roman occupation. | | * Can give dates * Knows the Empire included large parts of Europe, Greece, much of Britain and places mentioned in the Bible, at its height. * Mentions roads, towns and facilities in towns that encouraged Britons to use them/ adopt roman ways. * Local religions remained until Constantine made Christianity the official religion * Some roads/towns/villa estates etc survived long after the Romans left. | |
| **Disciplinary knowledge:** (Using HIAS AREs)  **Y3 ARE – change and continuity**   * Can describe some changes in history over a period of time and identify some things which stayed the same.   **Y3 ARE – Significance**   * Understands that events, people and developments are considered significant if they resulted in change. | | * Can identify short term aspects of the Roman impact – taxes, presence of army, and long term aspects, roads, place names and preservation of ideas because they had writing (this is high order understanding) * Contribution to discussion/ vote on the significance of different aspects of the Roman impact at Step 6. | |
| **Key question to drive the enquiry and promote children’s progress:**  **What was the Roman Empire’s most significant impact? (on Britain)** | | | |
| **Knowledge specific vocabulary:**  Administration Emperor Procurator  Aqueduct Empire Pagan  Architecture Forum Province  Auxiliaries Governor Republic  Britons Invasion Revolt  Chieftain Iron Age Romanisation  Christian Legion Romano-Britons  Civilization Neo-classical Taxes  Classical Pagan Tribe  Conquest | | **Promoting SMSC:**  **spiritual:**  **Moral:**  **Social:**  Group working/collaboration  **Cultural:**  Developing an understanding of how our country has been shaped by incomers in the past. | |
| **Cross curricular links:** | |
| **Resources/visits etc:**  **Loan boxes** – Romano-British life for changes in lifestyle for some. Roman Soldiers: fighters or builders? for looking at Romanisation. Both from History Curriculum Centre. | | | |