

**Final Outcome: We are working towards having a Roman re-enactment day showing our knowledge of the Roman period.**

**Component 6: To understand how the Roman occupation of Britain ended.**

**What we will know after this sequence:**

- Children will understand what went wrong for the Romans in the empire.
- They will explain why the Celts took part in Boudicca's rebellion.
- They will describe how the Romans withdrew from Britain in 410AD.

**Vocabulary:** Occupation, rebellion, Picts, Scots, Saxons, withdrawal.

**How will this feed into my next learning:**

Pupils will use their knowledge of the end of Roman rule in Britain when participating in a Roman re-enactment day.

**SEND:** Encourage social integration for group work, awareness of sensory sensitivities, record verbal responses to task.



**Component 4: To understand how the Romans solved engineering problems in Britain.**

**What we will know after this sequence:**

- Children will be able to explain why the Celts accepted Roman rule.
- They will understand how the Romans solved engineering problems such as providing water for towns and cities and transporting their army from place to place.
- They will understand how the Romans defended their lands.



**Vocabulary:** aqueduct, roads, ditch, Hadrian's Wall, infrastructure

**How will this feed into my next learning:**

Pupils will use their knowledge of Roman infrastructure to understand the impact of the Romans on towns and villages.

**SEND:** Encourage social integration for group work, awareness of sensory sensitivities, record verbal responses to task.

**Component 5: To understand the impact of the Romans on towns and villages in Britain.**

**What we will know after this sequence:**

- Children will understand how towns and villages in Britain were changed under Roman rule.
- They will be able to describe the key buildings in Roman towns and how these were used.
- They will be able to name key towns in Roman Britain.

**Vocabulary:** Amphitheatre, temple, forum, bath house, villa

**How will this feed into my next learning:**

Pupils will use their knowledge of the Roman impact on towns and villages to understand why the Roman occupation of Britain ended.

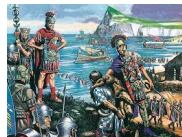
**SEND:** Encourage social integration for group work, awareness of sensory sensitivities, record verbal responses to task.



**Component 3: To understand the Roman invasions of Britain.**

**What we will know after this sequence:**

- Children will be able to explain what life was like in Britain prior to the invasion.
- They can describe the first Roman invasion of Britain in 55-54BC and why it failed.
- They can describe the subsequent invasions and occupation of Britain.



**Vocabulary:** Invasion, resources, defence, legionaries, Celts

**How will this feed into my next learning:**

Pupils will use their knowledge of the invasions of Britain to understand the changes that the Romans brought to Britain.

**SEND:** Acknowledge confidence issues, encourage social integration for group work, awareness of sensory sensitivities.

**Component 2: To understand Julius Caesar's role in the Roman Empire.**

**What we will know after this sequence:**

- Children will understand how Julius Caesar came to power.
- They will identify his past experiences as a soldier and key dates in his life.
- They will be able to explain why he chose to invade Britain.

**Vocabulary:** Caesar, emperor, empire, invasion, resources

**How will this feed into my next learning:**

Pupils will use their knowledge of Julius Caesar's life to understand the Roman invasions of Britain.

**SEND:** Encourage social integration for group work, awareness of sensory sensitivities, Record verbal responses to task.



**Component 1: To understand when the Roman period occurred in history.**

**We should know:** What the term invasion means and be able to name other significant historical figures.

That past historical events have impacted on modern life and that the Roman era follows the Iron Age.

**What we will know after this sequence:**

- Children will know where the Roman empire was located.
- They will identify the dates of the Roman Empire: 753BC-476AD
- They will be able to explain what the word 'empire' means.

**Vocabulary:** Empire, invasion, power, location, ruled, emperor, republic, citizen

**How will this feed into my next learning:**

Pupils will use their understanding of the timeline of the Roman Empire to learn about the rise of Julius Caesar.

**SEND:** Pre-teach subject specific vocabulary using multi-sensory approach, encourage social integration for group work, record verbal responses to task.

