



Digital Learners



Engineers



Global Enquirers



Designers

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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

### Medium Term Plan: Global Enquirers- History

#### I am Warrior

Using the K,S,U you have learnt in this unit of work,  
How did life in Britain change from the Stone Age, Iron Age and Bronze Age?  
Who were the Romans and what impact did they have on Britain?



Global Enquirers

#### Aspect of Study

Chronology and change  
Historical enquiry

#### Transferable Knowledge

Timelines, chronology, concepts of invasion and rebellion, how to use historical sources

### National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### During this area of study students should be taught to:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain



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### Substantive Knowledge (subject-specific)

The main features of the Stone Age, Bronze Age and Iron Age and some key differences.

Who Julius Caesar is and why he is significant.

Key dates and events linked to the Roman Empire.

Reasons why the Romans invaded Britain.

Aspects of Roman daily life.

Things that the Romans brought to Britain.

Boudicca's rebellion

### Deeper Knowledge

How the Roman invasion impacted on Britain and whether this was positive or negative. Express own opinion.

The concepts of invasion and rebellion.

Comparing daily life across time periods studied/to life today.

### Real World Links:

Links to our local area (Hadrian's Wall) and the legacy that the Romans left behind.



**Communication** – understand and respect that people have different views.  
**Team-working** – respect and listen to others, use the strength and skills of others.  
Opportunities to apply Skills for Life during enquiry learning lessons.

### Influential Figures

Julius Caesar  
Boudicca  
Emperor Claudius

### OPAL links

**Curriculum Coverage**

**(Previous, expected and what follows on)**

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> <li>● changes within living memory</li> <li>● the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>● significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>● changes in Britain from the Stone Age to the Iron Age</li> <li>● the Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Year 4 Autumn Term</b> - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i><b>the impact of the reign of Alfred the Great, struggle for power, the portrayal of the Vikings through historical sources, daily life.</b></i>)</li> </ul>

Language Plan

Key vocabulary	Concepts	Speaking and Listening
settlers fort chronological AD BC hunters weapons armour communities roundhouse hillfort stone bronze iron military soldiers general cavalry legions tribes resources	invasion rebellion empire impact war	<b>ORACY FRAMEWORK STRANDS</b>

## Sequence of Teaching and Learning

***Baseline spider diagram to be completed before the start of unit to inform planning.***

**LAUNCH – ENGAGE –** Visit trip to Segedunum/Vindolanda/Hadrian's Wall

**Boxes of Delight (Stone Age, Iron Age, Bronze Age/Romans artefacts from the Discovery Museum). Discussion about what they are, who may of used them, why, do we have anything similar today?**

- **Chronology** – at the start of the topic, display a timeline with dates on that pupils have learnt about in previous year groups. Add the Stone Age, Iron Age, Bronze Age to this timeline and continue to refer to it throughout the unit of work, adding further relevant dates.

**1**

**LO: To further develop an understanding of historical vocabulary.**

Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit.

*Please select ten words from the language plan that are appropriate for your class.*

**2**

L.O. To order time periods chronologically on a timeline.

Discuss what chronology and time periods are. Talk about today's date and work back to when they were born, their parents birth, significant events/people studied in Year 2  
Introduce where the Stone Age fit in this time frame with emphasis on how long ago this was as opposed to it just being yesterday.

Complete a timeline with pictures and key dates for all of above and relative length/duration of the different time periods (does not have to go into books, can be evidenced via photographs rather than a stuck in timeline)

## Sequence of Teaching and Learning

<b>3</b>	L.O. To order prehistoric time periods chronologically and explain what life was like in them .	Build on chronological knowledge and understanding from lesson 2. Discuss where prehistory fits in the time frame. Use simple source(s) to identify people's job, type of house and type of clothing they had in each of these periods. Enforce the idea of adaptation and change due to circumstances around them (weather/flooding meant that they had to change where they lived and what they farmed).
<b>4-5</b>	LO:	See Central for lessons on prehistory.

## Sequence of Teaching and Learning

<b>6</b>	L.O. To order events on a timeline of the Roman empire in Britain.	<p>Again enforcing that the Roman movement/invasion to Britain took place over a longer period of time as opposed to invading in one day. Introduce the main historical figures that were to lead the Roman army in the invasions and the Celtic rebellion.</p> <p>A- Order the dates and events in chronological order. B- Correctly match the date and event then order in chronological order. C- Order dates in chronological order and explain in your own words what happened.</p>
<b>7</b> <b>8</b>	Enquiry: Why did the Romans invade Britain?	<p>Recap when the Romans first invaded from the timeline in the previous lesson. Use range of pictorial and written sources and artefacts to identify what Britain had that made the Romans want to invade (Gold, Power, Slaves etc).</p> <p>Pupils also discuss the impact this had on Britain and whether it was good or bad.</p> <p>A- Use a range of sources to identify why the Romans invaded Britain and what they wanted. B- Explain why Britain had these resources and not Italy. C- Give an opinion on the impact the invasion had on Britain/Celts.</p> <p>Challenge questions to enable children to think about what they would do in this situation e.g. 'Imagine you are a Celtic farmer. How would you react to the Romans taking all of your grain?'</p>



## Sequence of Teaching and Learning

<b>9</b>	LO: To explain who Julius Caesar was.	<p>Use a range of historical resource materials to find out about Julius Caesar.</p> <p>Discuss whether they think he really existed and compare his role to monarchs today. Discuss how this role of the monarch has perhaps changed to their role today and public opinion of them.</p> <p>A- Use sources of information to find out key information about Julius Caesar. B- Explain what he did and why it was important to the Romans. C- Give an opinion on whether he was a good or bad person (from a Roman and Celt perspective)</p>
<b>10</b>	L.O. To explain what Roman life in Britain was like.	<p>Use a range of historical sources and Roman artefacts from the Discovery Museum to research every-day life. Videos and pictures of reconstruction site should also be used. Areas to research should include; homes, clothing, education, jobs, clothing, food/diet, religion. Pupils discuss and think about whether Romans had an easy or difficult life. Pupils use this discussion to begin to think about comparing Roman Britain life to our lives today and discuss the similarities and differences.</p> <p>A- Use a range of sources to find out about Roman life in Britain. B- Justify an opinion on whether the Romans had an easy or difficult life. C- Compare Anglo-Saxon life to life today.</p>

## Sequence of Teaching and Learning

<b>11</b>	LO: To identify what the Romans brought to Britain and the impact.	<p>Things to consider and discuss.</p> <p>Which 3 things had the biggest impact on Britain? How did some of these things change everyday life? Did they change it for the better? Do you think Britain would have changed and improved if the Romans had not invaded?</p> <p>A- Identify what the Romans brought to Britain and why. B- Did these things have a good or bad impact on Britain? C- The Romans improved life in Britain. Discuss and justify.</p>
<b>10</b>	Enquiry- Why did some people resist the Roman invasion?	<p>Use a range of historical source materials to find out about the importance of a significant person during this time period-Boudicca; who she was, why she was rebelling, who might join her, how was the Romans feel/react? Consider the impact of her rebellion on life in Britain at the time for both the Celts and the Romans. Look at art work and how she is portrayed and what this might tell us about her character.</p> <p>A- Identify basic information about Boudicca was and outline her rebellion. B- Give reasons for and against her rebellion and an opinion on whether</p>