

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP or EXPERIENCE
THE ROMAN EMPIRE AND ROMAN BRITAIN	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire'. The Roman Empire and its impact on Britain.	TIER 2 (High Frequency/Instructional): Establish, narrative, connections, contrasts, trends, devise, source TIER 3 (Subject Specific): Empire, civilisation, invasion, settlement, army, emperor, resistance, Romanisation	Visit to the British Museum Virtual tour of Ancient Rome using interactive technology. Roman soldier workshop (in-school visitor) Exploring local Roman town planning or roads via maps and neighbourhood walks. "End of an Era" Roman feast to conclude the unit and celebrate learning.
PRIOR LEARNING	Y3 – Stone Age to Iron Age, Ancient Egypt, concluding with Cleopatra and the beginning of the Roman Empire. Y4 – Ancient Greece		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	Who were the Romans and when and where did their empire begin?	Why did the Romans want to invade Britain, and why did Julius Caesar fail?	How did Claudius succeed, and what does Hadrian's Wall tell us about Roman soldiers?	Who was Boudicca, and what was her impact on the British resistance?	Was Britain ever actually "Romanised"?	Why did the Roman Empire fall?
LEARNING OBJECTIVES AND CONCEPT	To put the Roman Empire into geographical and historical context. To link the Roman Empire to Ancient Greece and Ancient Egypt (e.g. Cleopatra). CHRONOLOGY	To understand why the Romans wanted to invade Britain. To explain Julius Caesar's failed attempt. CHANGE	To describe Claudius's successful attempt. To investigate the archaeology of Hadrian's wall, focusing on soldiers' barracks and Afro-Roman soldiers. ARCHAEOLOGY	To understand Boudicca, the British resistance and her impact. SIGNIFICANCE	To explore whether Britain was ever actually "Romanised" or not, looking at various sources. HISTORIOGRAPHY	To understand the fall of the Roman Empire. To sequence the events leading to the Roman withdrawal. CHANGE & CHRONOLOGY

ACTIVITY	Pupils create a chronological timeline and map showing the expansion of the Roman Empire, explicitly connecting it to their prior learning of Cleopatra and Ancient Greece.	Pupils analyse the reasons for invasion (resources, land) and sequence the events of Julius Caesar's expeditions, evaluating why the attempts failed.	Pupils examine archaeological evidence (e.g., Vindolanda tablets, barracks layouts) to reconstruct the daily lives and diversity of Afro-Roman soldiers stationed on the wall.	Pupils map the route of Boudicca's rebellion, analysing her leadership of the Iceni tribe and the ultimate defeat by the Roman army.	Pupils analyse different historical sources (villas, baths vs. rural roundhouses) to debate and write a balanced argument on the extent of cultural change.	Pupils create a cause-and-effect diagram showing the reasons for the Roman withdrawal from Britain and the broader collapse of the empire.
ASSESSMENT	Can pupils accurately place the Roman Empire on a timeline relative to Ancient Egypt and Greece?	Can pupils list the economic/political reasons for the invasion and explain the failure of Caesar's initial attempts?	Can pupils use archaeological sources to describe the lives of Afro-Roman soldiers on Hadrian's Wall?	Can pupils sequence the rebellion's key events and explain why Boudicca is a historically significant figure?	Can pupils construct an argument using conflicting sources about the level of Romanisation in Britain?	Can pupils explain the key reasons why the Romans left Britain using chronological context?
HIGHER ORDER QUESTIONS	How might the Romans have been influenced by the Greek and Egyptian civilisations that came before them?	If you were an Iron Age Briton, how would you have reacted to Julius Caesar's arrival?	What can everyday objects left behind tell us that official written history books might miss?	Was Boudicca justified in using violent resistance against the Roman occupation?	Why might different historians disagree on how "Roman" Britain really became?	How do you think the Britons felt when the Roman army suddenly left to defend Rome?
OPTIONAL QUESTIONS/BIG QUESTIONS FOR DISPLAY	Did the Romans completely change Britain? How do we know who lived on Hadrian's Wall? Was Boudicca a hero or a villain? Why did such a powerful empire eventually fall?					
INCLUSION & ADAPTATION	Provide pre-filled timelines with clear visual markers and matching cards for key civilizations.	Use word banks and visual sorting cards categorising "Reasons to Invade" vs. "Reasons to Stay Away."	Facilitate object handling with replica artefacts to prompt concrete observations and discussions.	Provide visual storyboards to help sequence the key events of the rebellion.	Use sorting hoops for images categorized into "Roman changes" and "Stayed the same."	Match causes to effects using simplified text cards and clear visual icons.
GREATER DEPTH	Explain the overlap between the end of Ancient Egypt and the rise of the Roman Empire, detailing the transition of power.	Evaluate and rank which reason for invasion was the most important for the Roman Empire's growth.	Synthesize different archaeological sources to build a comprehensive, multi-faceted picture of a soldier's life on the wall.	Compare differing historical interpretations of Boudicca by looking at Roman accounts versus British legends.	Analyze the potential bias in primary sources written by Romans about the native Britons.	Predict what might happen to Britain immediately after the Romans left, linking to the upcoming Anglo-Saxon unit.