



## Lowerhouse Junior School History Overview Sheet



### **Year 3 – What can we learn about the Roman invasion of Lancashire through the Ribchester hoard?**



**Rationale:** Pupils should be made aware of the changes that occurred in Britain from the beginning of the Stone Age and 1066. This unit focuses on the changes brought about by the occupation by the Romans.

#### **Substantive Knowledge:**

- Know why the Romans came to Britain.
- Know what the Romans did to improve Britain.
- Know why many Britons were opposed to the Roman occupation
- Know why the Romans left Britain

#### **Disciplinary Knowledge:**

##### Enquiry, Interpretation and Using Sources:

- Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence
- Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'
- Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'
- Identify historically significant people and events in different situations

##### Chronology:

- Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.
- Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.

##### Communication:

- Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.
- Discuss some of the connections between local, regional, national and international history
- Talk and write about historical events and changes by selecting and organising historical information and dates

#### **Overview:**

Lesson 1 – Curiosity (Artefact session)  
Lesson 2 – Why did the Romans invade Britain?  
Lesson 3 – Did the Romans and the Celts live in peace?  
Lesson 4 – How did the Romans protect their land and how do we know this?  
Lesson 5 – How did the Romans change Britain?

#### **Key Vocabulary**

**Centurion** - A commander of a group of 100 Roman soldiers  
**Londinium** - This was the Roman name for London  
**Romanisation** - When the countries that the Romans conquered became very much like Rome  
**Invoke** - Enter a place or land with the intention of occupying it  
**Aqueduct** - A large system, like a bridge, for carrying water from one place to another  
**Senate** - Similar to the Roman version of our parliament

#### **Assessment/Key Skills**

**Most Children will:** • describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to demonstrate their understanding; • use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed.

**Less Able Children will:** • describe when the Romans conquered Britain; • recall some facts about the Romanisation of Britain.

**More Able Children will:** • demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped by the Roman occupation; • be able to appreciate the process of change and empathise with the people whose lives were affected.