

National Curriculum

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. In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Artefacts



Roads, Aqueducts

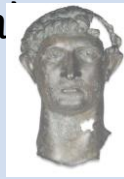
Roman Baths



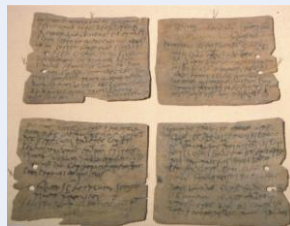
Coins



Hadrian Wall



Vindolanda Tablets



Cause and Effect

Why did the Romans invade and settle in Britain?

How did the Britons respond to the Roman invasion?

Why was the Roman army so successful?

What was the legacy of the Roman Empire in Britain?

What motivated the Romans?

What were the consequences of their actions?

How did Britain change?

Vocabulary

Empire

A group of countries under the control of a single ruler.

Invasion

A military attack involving force.

Legacy

Past events or actions which have a lasting impact.

Primary source

An object or record created at the time of an event or period.

Secondary source

An object or record created after the event or period.

Settlement

A place where people live together as a community.

Vindolanda

An ancient Roman fort near Hadrian's Wall.

Boudicca

A Celtic queen of the Iceni tribe.

Hadrian's Wall

Built by the Romans in AD 122 as a northern boundary.

The Roman Empire and its impact on Britain | History | Years 3 & 4 | Autumn Term 2025

Session	KEY LEARNING: BRITISH HISTORY: WHY DID THE ROMANS INVADE AND SETTLE IN BRITAIN?
1	<p>What was it like to live in Ancient Rome (Artefacts/Chronology)</p> <p>Discussion and recap of AD/BC and other key vocabulary. Looking at Ancient Roman myth. To investigate life in Ancient Rome by exploring ancient buildings. Table activity using inference and deduction. Question and answer to review learning.</p>
2	<p>Why did the Romans invade and settle in Britain? (Cause and Effect/Chronology)</p> <p>To explore the causes of the Roman invasion of Britain. Discuss vocabulary: conquest, invasion, settlement, empire. Time line activity. True or False activity.</p>
3	<p>How did Britons respond to the Roman invasion? (Cause and Effect/Artefacts)</p> <p>To investigate the different response to the Roman invasion using a range of sources. Discuss types of sources and show video. Looking at the life of Boudicca. Debating activity.</p>
4	<p>Why was the Roman army so successful? (Artefacts)</p> <p>To explore how the roman army was so successful using a range of sources. Formation drills and Roman manoeuvres. Roman Army research in groups for a class quiz.</p>
5	<p>What do artefacts suggest about the lives of Roman soldiers in Britain? (Artefacts)</p> <p>Key vocabulary bingo and review. To investigate the lives of Roman soldiers by examining artefacts found at vindolanda. Vindolanda tablet activity.</p>
6	<p>What was the legacy of the Roman Empire in Britain? (Artefacts/Chronology/Cause and Effect)</p> <p>To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain. Diamond nine activity. End of term assessment quiz.</p>