What the Romans Did for Us – Term 2
Southville Primary School
Year 3

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Roman Baths	Roman Baths	Boudicca Julius Caesar	Explore the Romans' impact on Britain Analyze the lasting effects of Roman advancements. Create and test a Roman catapult

Diversity, Equity and Inclusion	Linked Learning
Exploring diverse cultures and beliefs Highlighting underrepresented voices like Boudicca's	Stone Age - Year 3 Anglo Saxons + Vikings (Year 4 and 5)

Driver 1: History *What did the Romans do for us?*	Driver 2: Design and Technology *Can my catapult hit the target?*
Driver 1 Objectives	**Driver 2 Objectives**
The Roman Empire and its impact on Britain ● Julius Caesar's attempted invasion in 55-54 BC ● the Roman Empire by AD 42 and the power of its army ● successful invasion by Claudius and conquest, including Hadrian's Wall ● British resistance, for example, Boudica ● 'Romanisation' of Britain **Substantive Historical Concept:** Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work: ● Community and culture ● Conflict and disaster ● Exploration and invention ● Hierarchy and power	● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ● to design, make and evaluate a product (Roman catapult) ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products
Driver 1 Disciplinary Knowledge and Skills ('Thinking like a Historian')	**Driver 2 Disciplinary Knowledge and Skills ('Thinking like a Designer')**
This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts ● **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied	● **Investigate:** this includes researching and finding about existing products and designers. ● **Design**: the art or process of deciding how something will look or work. ● **Make**: create something by combining materials or putting parts together. ● **Evaluate**: form an opinion of the value or quality of something after careful thought. ● **Apply**: use something or make something work in a particular situation.

- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability
- **Cause and Consequence** – the reason and result of the things that happened in history
- **Change and Continuity** – how key people, places and events changed or stayed the same over time
- **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?
- **Historical Significance** – why people, events and ideas are important in our studies

Additionally, we teach children that a designer:

- Problem Solves
- Tests, reworks, adapts and improves
- Evaluates and uses feedback
- Works as part of a team
- Follows instructions carefully
- Is technically accurate

Driver 1 Key Vocabulary	Driver 2 Key Vocabulary
- **Tier 1:** Romans, food, gods, army, cities, roads, clothes, towns, volcano, wall, tunic, sword, chariot, slave, toga, soldier, feast, baths, villa. - **Tier 2:** empire, invade, rebel, conquer, culture, beliefs, shield, formation, mosaic, evidence, time period, chronology, chronologically, change, republic, emperor, senate, temple, sewer, heating system, gods/goddesses, mythology, aqueduct, gladiator, arch, armour, centurion. - **Tier 3:** testudo, eruption, Vesuvius, Claudius, Boudicca, Hadrian's Wall, Roman Baths, Julius Caesar, Caesar.	- **Tier 1:** catapult, target, design, make, test, model, throw, hit, measure - **Tier 2:** Roman, history, explore, assemble, accuracy, evaluate, review, improve - **Tier 3:** mechanism, force, tension, lever, trajectory, development, component, performance

Driver 1 Sequence - What did the Romans do for us?	Driver 2 Sequence - Can my catapult hit the target?
1. **WALT:** understand how the Roman Empire began and grew over time. 2. **WALT:** understand the importance of Julius Caesar's invasions of Britain and his role in Roman history. 3. **WALT:** understand the impact of Roman culture, including food. 4. **WALT:** understand the impact of Roman beliefs - Roman Gods. 5. **WALT:** describe and understand volcanoes. 6. **WALT:** understand how the Romans conquered Britain. 7. **WALT:** understand who Boudicca was and why she rebelled. 8. **WALT:** understand how the Romans changed Britain in towns and cities. 9. **WALT:** understand why the Romans left Britain and how it impacted the country. 10. **WALT:** understand how Britain remained the same after the Romans.	1. **WALT:** research the history of Roman Catapults and their development and design over time. *(Introduction to catapults; What is a catapult? How do catapults work?)* 2. **WALT:** research the history of Roman Catapults and their development and design over time. *(Exploring types and their historical development; look at models)* 3. **WALT:** design a Roman catapult. *(Planning catapult designs)* 4. **WALT:** design a Roman catapult. *(Sketching catapult designs)* 5. **WALT:** model and make a Roman catapult. *(Creating components for the catapult using DT resources)* 6. **WALT:** model and make a Roman catapult. *(Assembling the catapult from the modeled parts)* 7. **WALT:** test our catapult. *(Testing the catapult to measure accuracy and range)* 8. **WALT:** evaluate catapults. *(Reviewing the performance of the catapult; suggesting improvements)*