

Dream, Believe, Achieve – Together Everyone Achieves More
WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW

Year 4

Romans	Place: Gallia (known as France today) Caledonia (known as Scotland today) English Channel, Hadrian's wall, Vesuvius/Pompeii, Romanisation of Britain, Our local area of Chester known as Deva Victrix	People: Emperor Hadrian, Julius Caesar, Claudius, General Aulus Plautius, Queen Boudica, Faustus – meaning lucky (children to complete a case study of a refugee from Pompeii who has become a Roman soldier sent to Chester in Britain.) Problem/event: Julius Caesar's attempted invasion in 55-54 BC, successful invasion by Claudius and conquest, including Hadrian's Wall, to explore the life of an auxiliary soldier (with links to notion of refugees) <u>Mantle of the expert approach (inspired by Hywel Roberts and Debra Kidd)</u> People: Faustus Place: Pompei to Chester. Problem: Building a new life after tragedy. Possibilities: Road building, assimilation, language, culture, grief, homesickness and finally acceptance – a new home, a new beginning...
	Purpose: To understand where the Roman's fit into our history To understand the impact of the Roman invasion of Europe, Britain and our local area of Chester (Deva Victrix) To explore what it was like to live in Britain during the Roman times. To understand the struggles of an auxiliary soldier as a refugee during this time	Aims: To discuss Julius Caesar's 3 attempts to invade Britain between 55-54BC and to research more than one version of an event. To be able to describe when the Romans conquered Britain and be able to recall some facts about the Romanisation of Britain. To explore the extent of the Roman Empire by AD42 and the power of its army/ Roman withdrawal Exploring what it was like to be an auxiliary soldier in the Roman army (understanding people had to leave their home through no fault of their own, expectation on young, unaware soldiers, training given, explore his thoughts and feelings (homesickness, guilt, fear), explore how he would re-build his life in Chester) Through visit to Dewa experience, armed with battle shields, children to gain first-hand understanding of what it was like to be on foot patrol with a legionary <u>A local history Study – Chester</u> Through visit and follow up work: To explore what you would find in a roman settlement (granary, barracks, bath-house etc) and first-hand investigate/discuss the legacy in our local area from Roman Britain.
	Historical concepts/ Language: Chronological language –	Research skills: Chronological understanding – Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. Use mathematical skills to work out how long ago events happened, and round up time differences in centuries and decades

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	<p>Concepts – similarities and differences (then and now in local area), cause and consequences resilience, compassion, empathy and knowledge, cause and consequence, continuity and change. Key language – Empire, Invasion, to conquer, to settle, Chronological language – BC, BCE, AD, CE. Key vocabulary – Refugee, Migration, Disaster, Auxiliary, Auxilium (which means help) Legionary, Citizen, Deva Victrix, Vesuvius, Labouring, settlements, cavalrymen, Vocabulary linked to religion: superstitious, festivals, prayers, rituals.</p>	<p>To explain similarities and differences between different times in the past Range and depth of historical knowledge – to use evidence to reconstruct life. E.g. role play, museum visit, Roman soldier foot patrol Historical Enquiry – With support from the guides at Deva museum, begin to identify primary and secondary sources/artefacts, and use them to build up a picture of what Chester, Britain and Europe was like during Roman Times. Once children have an understanding of primary and secondary sources, they will be begin to question their reliability to explain what life was like during Roman times, to distinguish between fact and fiction, and to research why certain events happened. Organisation and communication - Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY. Recall, select and organise historical information about the Roman</p>
<p>Other links/information: Children to visit the DEWA Roman Experience Chester to complete museum tour and roman soldier foot patrol. https://www.dewaromanexperience.co.uk/ Geography links – Children to explore maps showing world pre-roman expansion, at its peak and then in its decline.</p>		