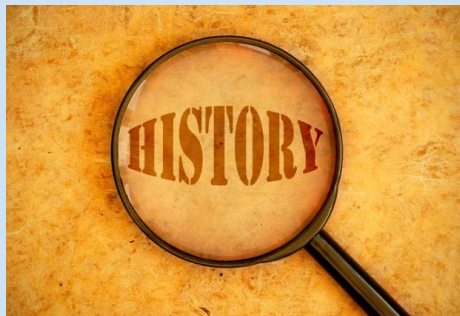




Year 4

YEAR 4 – Roman Empire & Roman Britain

How much did the Romans change Britain?

Prior learning retrieved

Ancient civilisations; settlement, technology and chronology.

Disciplinary focus

• chronology • cause & consequence • change & continuity • sources & evidence • significance

Key vocabulary

empire, invasion, conquest, emperor, legion, resistance, Romanisation, legacy

Careers link

Archaeologist • classics historian • heritage conservationist • museum curator • site interpreter.
Gatsby BM4/BM6: link to Hadrian's Wall, museums and heritage workplaces.

SMSC / climate & sustainability

SMSC: empire, resistance, belief, identity and diversity. Sustainability: roads, urban development, resource use and landscape change can be considered as historical impacts.

Why this? Why now?

Pupils now use their understanding of ancient civilisations and chronology to study empire, invasion and the impact of Roman rule on Britain. The unit deliberately combines national history with the local relevance of Hadrian's Wall and develops causation, resistance, evidence and legacy. It prepares pupils to understand what changed and continued after Roman withdrawal in the Anglo-Saxon unit.

YEAR 4 — Roman Empire & Roman Britain: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Rome developed from a city into a large empire governed through emperors, armies, roads, towns and provincial administration.
- Julius Caesar attempted invasions of Britain in 55 and 54 BCE; Claudius began successful conquest in AD 43.
- Britons responded differently to Roman rule; Boudicca's revolt is one example of resistance.
- Roman rule changed settlement, roads, towns, trade, buildings, religion and material culture, but change was uneven.
- Hadrian's Wall and evidence from northern Britain show the local/regional impact and diversity of the Roman Empire.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: connect Roman expansion, invasion, resistance and withdrawal within a secure timeline.
- Cause & consequence: explain motives for conquest and consequences of Roman rule and resistance.
- Change & continuity: judge how far different aspects of life in Britain changed.
- Sources & evidence: use archaeology, inscriptions, buildings and written accounts in context.
- Significance: assess the legacy of Roman rule without assuming every Roman feature survived unchanged.

YEAR 4 — Roman Empire & Roman Britain: Original Lesson Sequence

Original order retained; each objective reframed as a historically focused enquiry.

1 Who were the Romans and where do they fit in chronology?

2 How did the Roman Empire spread and what happened when Rome invaded Britain?

3 What can research tell us about Julius Caesar's attempted invasions?

4 What did a Roman soldier wear and why was the army powerful?

5 How did Claudius's invasion change Britain?

6 Who was Hadrian and why was the Wall built?

7 Why did Boudicca rebel and how did people react to Roman rule?

8 Why did the Romans build roads and what impact did they have?

9 What were Roman baths and what do they reveal about Roman life?

10 What can mosaics tell us about Roman culture?

11 What did Romans believe and how did religion change?

12 Who was Septimius Severus and what does his life reveal about the diversity of the Roman Empire?

YEAR 4 – Anglo-Saxons

What can evidence tell us about how Britain changed after Roman rule?

Prior learning retrieved

Roman Britain, infrastructure, belief and government.

Disciplinary focus

• change & continuity • sources & evidence • cause & consequence • similarity & difference

Key vocabulary

Anglo-Saxon, settlement, kingdom, artefact, place name, pagan, conversion, Christianity

Careers link

Archaeologist • place-name researcher • heritage officer • museum curator • church/building historian. Gatsby BM4: show how language, artefacts and buildings support careers.

SMSC / climate & sustainability

SMSC: belief, conversion, community and cultural change. Sustainability: settlement patterns, farming and use of local landscapes where evidence is relevant.

Why this? Why now?

This is positioned immediately after Roman Britain so pupils can examine the transition after Roman withdrawal and distinguish change from continuity. Roman knowledge provides a reference point for settlement, government, belief and material culture. The unit prepares pupils for Year 5's deeper study of Anglo-Saxon kingdoms, Viking arrival and the struggle for England.

YEAR 4 — Anglo-Saxons: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- After Roman rule ended in the early 5th century, Britain changed politically and socially over time.
- Angles, Saxons and Jutes migrated and settled in parts of Britain, contributing to the development of several kingdoms.
- Place names, settlements, graves and artefacts provide evidence for Anglo-Saxon life.
- Early Anglo-Saxon communities followed pagan beliefs; Christianity spread through missions and conversion.
- Some Roman features continued while government, settlement, language, belief and material culture changed.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Change & continuity: compare post-Roman Britain with Roman Britain across several aspects.
- Sources & evidence: use place names, archaeology, artefacts and buildings to make cautious inferences.
- Cause & consequence: explain reasons for migration/settlement and consequences of conversion.
- Similarity & difference: compare Roman and Anglo-Saxon settlement, belief and society using appropriate criteria.

YEAR 4 — Anglo-Saxons: Lesson Sequence

1 How have Anglo-Saxons influenced Britain through place names?

2 What was a typical Anglo-Saxon village like and what jobs did people do?

3 What can Anglo-Saxon artefacts teach us about culture?

4 What were early Anglo-Saxon religious beliefs and practices?

5 Who helped convert the Anglo-Saxons to Christianity and what buildings did they found?