

























Year 4 - Unit 1 - The Romans

This is your first history unit that explores invaders and settlers.

What we are learning: LO: To develop a chronologically secure knowledge and understanding of British, local and world history - <i>historical enquiry</i>		What we are learning: LO: To develop a chronologically secure knowledge and understanding of British, local and world history - similarities and differences		What we are learning: LO: To develop a chronologically secure knowledge and understanding of British, local and world history - cause and effect		What we are learning: LO: To develop a chronologically secure knowledge and understanding of British, local and world history - change and continuity		What we are learning: LO: To develop a chronologically secure knowledge and understanding of British, local and world history - historical significance		What we are learning: LO: To develop a chronologically secure knowledge and understanding of British, local and world history - historical interpretations	
 <p>How we are learning/Small steps:</p> <ul style="list-style-type: none"> I understand that events in time can be organised chronologically I can place key events onto a timeline 		 <p>How we are learning/Small steps:</p> <ul style="list-style-type: none"> I can describe life in Britain before Roman arrival I can describe life in Rome at the time of the Roman invasion 		 <p>How we are learning/Small steps:</p> <ul style="list-style-type: none"> I can use historical sources to present information about life in Britain during the Roman Invasion I understand the effect of the invasion and how life changed for people as a result 		 <p>How we are learning/Small steps:</p> <ul style="list-style-type: none"> I can explore the 'Romanisation' of Britain I can describe how some changes made by Romans still are in evidence today 		 <p>How we are learning/Small steps:</p> <ul style="list-style-type: none"> I can use historical sources to explore the idea that not everyone wanted to be 'Romanised' I can explain why we still remember the 'British Resistance' 		 <p>How we are learning/Small steps:</p> <ul style="list-style-type: none"> I can form conclusions, using my research to support my ideas I can 'prove it' - The Roman Invasion Ruined Britain! 	
Key knowledge:		Key knowledge:		Key knowledge:		Key knowledge:		Key knowledge:		Key knowledge:	
 A historian is someone who collects information about the past.	 The Celts were the people living in Britain at the time of the Roman invasion. Compared to the Romans, they were uncivilised.	 In AD 43, emperor Claudius launched an invasion of Britain, and over the next 45 years the Roman army extended its control over England and Scotland.	 Most Celts were Pagans before Roman rule. Christianity was introduced by the Romans.	 The Iceni were a Celt tribe led by a king (Prasutagus) and his wife Boudica.	 The Romans brought many inventions to Britain which made life easier for Celts..						
 Chronology means putting things in time order, from oldest to newest.	 Druids were seen as a higher class. They acted as priests, teachers and judges. Their name means 'knower of the oak tree'.	 The Roman legion was a highly disciplined, well-trained army made up of five or six thousand men.	 The hypocaust was an early 'central heating' system. It produced hot air beneath a building's floor.	 Boudica was a queen who became upset when her lands were taken after her husband died. She led a rebellion against the Romans.	 The Romans introduced Christianity. This replaced Paganism over time.						
 Events can be chronologically ordered on a timeline.	 At the time of Roman invasion, many people in Britain lived in settlements called hillforts. These were on higher ground to defend their tribe against attacks.	 The senate was the Roman equivalent of our modern government.	 Aqueducts were built to move water to populated areas.	 The Trinovantes joined the revolt in the Battle of Watling Street.	 Many Britons disagreed with Roman law and rule and rebelled against it.						
Key Vocabulary: Historian Chronology Timeline		Key Vocabulary: Celts Druids Hillfort		Key Vocabulary: Invade Legion Senate		Key Vocabulary: Christianity Hypocaust Aqueduct		Key Vocabulary: Iceni Boudica Trinovantes		Key Vocabulary: Conclusion Research Prove	

You will learn about invaders and settlers again in Y5. If you are interested in this learning you may want to be a [history teacher](#).