

# Ashtree Primary School and Nursery Medium Term Plan for History

## Year 3 Spring Term – Celts/Roman Invasions

### Prior Skill – Chronology – Year 2

- Pupils can mostly accurately order events they have learnt about from furthest away to most recent,
- Pupils can draw timelines,
- Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them,
- Pupils know the important events in the moon landing and the names of the significant people involved including Neil Armstrong, Buzz Aldrin and Michael Collins, JoAnn Morgan, Mary Jackson.

### Prior Skill - Enquiry – Year 2

- Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study,
- Pupils can sometimes justify their answers using sources or stories,

Key Vocabulary – Celts, Romans, Empire, Emperor, Invasion, Claudius, Caesar, Roman Army, Romans, Italy, Europe, Britain,

### Key Knowledge

Step 1 – To understand what life was like before the Roman invasions.

Step 2 – To understand where the Roman Empire came from and how it spread across Europe and North Africa.

Step 3 – To understand how the Roman Army helped to expand the Roman Empire.

Step 4 – To understand and know the events of the first invasion of Britain. (First invasion of Britain)

Step 5 - To understand and know the events of the second and more successful invasion of Britain.

### Key Skills    Black = Enquiry    Red = Chronology

Step 1 - Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding,

Step 2 - Pupils are generally able to answer questions accurately related to the area of study, Pupils can generally use sources to justify their answers,

Step 3 - Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local),

Step 4 - Pupils can order the main events of Roman Britain including the invasions that took place

Step 5 - Pupils can order the main events of Roman Britain including the invasions that took place

### Curriculum Enhancements

- Celtic Harmony Visit
- Verulamium
- Trip to the British Museum
- The use of sources of information including horrible histories for different angles of information (primary and secondary)

### Misconceptions

- Number magnitude understanding – Timelines.
- Geographical knowledge – Where did the Roman Empire build from.
- Sources – Primary and Secondary.

### Suggested Activities

S1 – Looking at different sources to help explain what life was like during the Iron Age/Celtic period.

S2 – Map lesson – Looking at the spread over time of the Roman Empire.

S3 – To investigate the organisation and control that the Roman Army had when invading different places.

S4/5 – Timeline of events of the invasions

### This will lead to in Year 4 ...

#### Chronology:

Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local). Including placing areas studied in previous years on to a timeline.

Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.

Pupils know the monarchs during the Tudor period

#### Enquiry

Pupils can ask questions to develop their understanding,

Pupils are able to answer questions accurately most of the time related to the area of study,

Pupils can use sources to justify their answers and are beginning to organise their responses,