

Ashtree Primary School and Nursery Medium Term Plan for History

Year 3 Summer Term – Roman Britain/Boudicca

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, Boudicca, Roads, Aqueducts, Viaducts, Housing, Religious beliefs, Significant, impact, source – Primary and Secondary.

Key Knowledge

Step 1 – To explore and know about the key events of Roman Britain.

Step 2 – To understand and explain the impact of the Roman's on Britain.

Step 3 – To look at how housing developed under Roman rule in Britain.

Step 4 – To explore Roman Britain life and religious beliefs and how this compares to us today.

Step 5 - To explore the life of Boudicca.

Step 6 – To discuss how significant the Roman's were to Britain.

Key Skills Black = Enquiry Red = Chronology

Step 1 - Pupils can order the main events of Roman Britain including the invasions that took place

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

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Step 6 - Pupils are generally able to answer questions accurately related to the area of study, Pupils can generally use sources to justify their answers,

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 – Timeline lesson – ordering key events

S2 – To investigate how Roman Britain was different to Celt/Iron Age times – what changes had happened?

S3 – To explore the changing in housing.

S4 – To investigate how people lived under Roman rule – had conditions improved?

S5 – To create a fact file of Boudicca – Use a range of sources looking into fact/fiction.

S6 – How significant were the Romans to Britain? Do we still see their legacy today? How?

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,