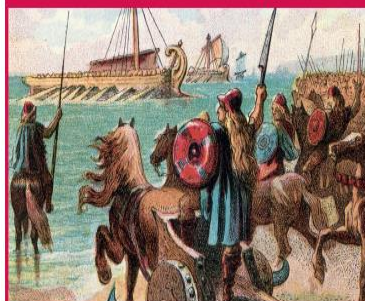


Unit Outcomes and rationale

- I will know what empire and invasion mean.
- I will know when the Romans invaded Britain.
- I will be able to guess what Boudicca was like using sources of evidence.
- I will be able to explain why the Roman army was so powerful.
- I will be able to identify soldier's equipment.
- I will know the formations, drills and manoeuvres used by the Roman Army.
- I will recognise Roman legacies.

This topic builds on our Term 1 learning on the Stone, Bronze and Iron Age. This topic will give the children the foundation of knowledge to which their next topics will build on, enabling them to see how Britain has changed over time.

The Roman invasion of Britain



Emperor Claudius led a successful invasion of Britain in AD 43. He wanted to show off his power and expand the empire. Rome also needed Britain's natural resources, such as tin, lead and gold, to support the Roman Empire.

Boudicca's rebellion

Boudicca was the Celtic queen of the Iceni tribe. She married King Prasutagus, who made a deal with the Romans to keep his land after their invasion. However, the Romans did not keep to their side of the deal. Boudicca successfully led a rebellion against the Romans and destroyed their capital. She was eventually defeated by the Romans and died in AD 60.



The Roman army



The Roman army was responsible for the expansion of the Empire. It was well-organised, and the soldiers were well-equipped and trained. Formations such as the testudo (tortoise) and the wedge allowed them to attack and defend themselves quickly. By AD 80, the Roman army had increased the Empire's control right across England and Wales.

Important things I will know

- The Romans invaded Britain in 43 AD because they wanted its natural resources.
- Roman soldiers had helmets, armour, shields, sandals, belt, tunic, sword and a spear.
- The army used testudo and wedge formation.
- The Romans left legacies such as straight roads and plumbing.

Disciplinary concepts

- Change and continuity
- Cause and consequence
- Sources of evidence
- Similarities and differences
- Historical significance
- Sources of evidence
- Historical interpretations





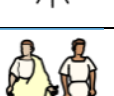

Historical enquiry

- Posing questions
- Gathering, organising and evaluating evidence
- Interpreting findings, analysing and making connections
- Evaluating and drawing conclusions
- Communicating findings

Substantive concepts

- Power
- Invasion, settlement, migration
- Civilisation (social and cultural)
- Trade
- Beliefs
- Achievements and follies of mankind

Important vocabulary I will learn and use

Boudicca	The Celtic Queen of the Iceni Tribe, who led a rebellion against the romans in AD 60 or AD 61.	
empire	A large number of countries led by one country or one ruler.	
inference	A conclusion reached by looking at evidence.	
invasion	A military attack where one army or country, uses force to take over another area or country.	
legacy	Something that a historical person or group of people did that has a lasting impact on the future.	
Romans	People or objects that come from the city of Rome.	
settlers	People who move to a new country and live there permanently.	