

History Medium Term Planning

Term: Spring 2	Year: 3	Topic/Unit: Why did the Roman empire fall?
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Pupils should be taught about the Roman empire and its impact on Britain.

Week	National Curriculum	Activity Outline	Skills and Knowledge Taught	Key Vocabulary
1	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	What is an “empire”? Use a map to show which countries in Europe and further were under occupation by the Romans. Look at how Britain was led with the centre of the Roman empire being in Rome.	<ul style="list-style-type: none"> • Present findings about the past using speaking and writing skills • Describe events from the past using dates • Ask questions about the past 	empire, Europe, invasion, Roman empire, Britain, Rome
2	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	What was it like to live under the Romans? Look and present some of the key aspects of Roman life such as underfloor heating, clothing, jobs and trade. Recognise that some of these features are still present in today’s Britain. Which aspects were advantageous?	<ul style="list-style-type: none"> • Use evidence and sources to describe leisure activities, culture, clothing and people’s way of life • Explore the difference between rich and poor in the past • Describe events from the past using dates 	Romans, underfloor heating, clothing, trade, jobs, hierarchy, trade
3	Understand how our knowledge of the past is constructed from a range of sources	Explore why Hadrian’s wall had to be built to defend Roman territory from the Picts. Label some of the forts, turrets and mile castles across the wall and label the key UK locations where the wall is built on a UK map.	<ul style="list-style-type: none"> • Understand similarity, difference and significance • Know there can be different accounts of an event. 	Hadrian’s Wall, forts, turrets, Picts, territory, Roman

			<ul style="list-style-type: none"> • Use dates and vocabulary from the topic accurately 	
4	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Look at Septimius Severus, a Roman emperor who had a large impact in the Roman army. Born in Africa, he was able to climb to a high rank and was involved in storming an army past Hadrian's wall. Look at why he was a successful leader.	<ul style="list-style-type: none"> • Present findings about the past using speaking and writing skills • Use a range of sources to find out about the past • Describe events from the past using dates 	Septimius Severus, Roman emperor, Hadrian's Wall, leader
5	Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Look at the 5 main reasons why the Romans fell: invasions from Barbaric tribes, economy and overreliance on slaves, overspending, Government corruption and instability of politics. Which reason do children think is the most prominent?	<ul style="list-style-type: none"> • Understand similarity, difference and significance • Use dates and vocabulary from the topic accurately • Use a range of sources to find out about the past 	invasions, Barbaric tribes, economy, slaves, overspending, Government, instability
6	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	What legacy has been left by the Romans? Look at some of the everyday features that have remained such as streets, square houses, gravel roads or drives, sport stadiums (with oval shapes), stone arches and tiles. Go on a local walk to spot some of these features.	<ul style="list-style-type: none"> • Ask questions about the past and try to answer using sources • Suggest reasons why there were differences between periods • Explore local history and how the local area was affected 	mosaic, art, streets, roads, gravel. Stadiums, stone arches, tiles, square houses