



Knowledge Organiser

Subject: History

**Topic: Invaders and Settlers:
The Romans
Summer Term Two**

Year: 3

Key Knowledge

Year 3 students will have learned about significant moments in British history through The Great Fire of London and Famous queens. They will have gained insight into the lives of ordinary people during the time periods studied. Through this unit, students will deepen their understanding of British history and the important role of The Romans in shaping it. This unit allows for a wider knowledge of significant people in British history. It also allows for the skill of comparing and justifying their opinion. This will be the second significant civilisation Year 3 will have studied and will allow for a greater understanding of chronology.

In 55 B.C. Julius Caesar invaded Britain with two Roman legions. The Romans fought several battles against different Celtic tribes before returning to Gaul (France). • In 54 B.C. Julius Caesar returned to Britain with a much larger army. He crossed the English Channel with five Roman legions. Again, they fought against the Celtic tribesmen and demonstrated their strength and power. Julius Caesar agreed to leave Britain, but only if the tribes agreed to make a tribute (payment) to Rome. • In 43 A.D. Emperor Claudius launched a third and final invasion of Britain. A large battle was fought between the Romans and the Celtic tribes. The Romans emerged victorious, but it took many years to gain control of Britain, as many tribes (such as the Iceni led by Boudicca) continued to fight against Roman rule.

<https://www.bbc.co.uk/teach/class-clips-video/articles/zynj6rd>
<https://www.bbc.co.uk/bitesize/articles/zhn6cq>

Being an Historian/Key Skills Developed

- begin to use a range of evidence to interpret events, linking this to factual understanding about the past;
- begin to understand the usefulness and reliability of primary and secondary sources;(archaeological sites)
- begin to address questions about change, cause, similarity and difference, and significance;
- begin to develop a chronologically secure knowledge and understanding of British history; (have a visual concept of when these events happened)
- identify connections over time

Multi-Disciplinary Skills

The pupils begin to develop a sense of chronology through the use of timelines; children will use a visual representation to understand time – in RE they will have learned about Jesus so he can be a visual marker for children.

The pupils need to have an understanding of locational knowledge, know where London is and how its size has changed over time. They should also have an awareness of Rome and the size of the Roman Empire, as well as its founding story. The pupils will use their prior knowledge of the Ancient Egyptians from Year 3 Autumn to place the Romans on a timeline. They will develop their understanding of the impact of the Romans on Britain. Understanding of key aspects of “raiders” and “settlers” is fundamental to the development of history when the children move to Year 4 and study Anglo-Saxons, Picts and Vikings.

Key Concepts

Time,Change.Chronology:

create a sense of period and time, sequence when things happened; what changed and what continued; what we might see as progress.

Reasons and Results:

explain why things happened, how people made a difference? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history.

The Big Question

What did the Romans bring to Britain?

Key Vocabulary	
Generic Vocabulary	In the past, a long time ago, modern, old, living memory, decades, similar, different, in my lifetime, significant, artefact, consequence, impact.
Era	A long and distinct period of history – The Elizabethan Age, Victorian Times etc etc.
Celts	People living in Britain and some parts of Europe after the Iron Age.
Settlement	A place where people decide to live.
Invasion	When a foreign army enters a country by force.
Empire	Many countries that are ruled by one leader.
Legions	A group of 4000-6000 Roman soldiers.
Conquer	Take control of another land.



Linking Thinking Across Our Learning Journey						
Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences.	Homes in the past – Comparing homes in our local area, then and now – consider living conditions, the developing area.	The Great Fire of London – This unit looks at the impact of the fire on London, its buildings and people.	Invaders and Settlers: Romans – The impact on Britain from 43AD to the 5th Century.	The Windrush Generation – The impact on Britain from 1948 to the present day.	Rebuilding Britain After World War II. This unit will look at how Britain was rebuilt. Ch can use prior knowledge of Year 2 and the impact of a devastating event.	Crime and Punishment – This unit looks at crime and punishment through the ages – including Roman Britain.

