

Caroline Haslett Primary School - History Knowledge Organiser

Topic: Roman Britain	Autumn Year: 4	Movement - Migration / Invasion / Settlement
Knowledge		New Vocabulary
<p>Prior Knowledge: The differences between and the progression through the three ages; Stone, Bronze and Iron.</p> <p>New Knowledge: In AD 44, The Romans capture Colchester. It is the first fortress in Roman Britain and made the capital city in AD 49. In AD 61, Queen Boudica led a rebellion against the Romans. The Romans established themselves in Britain and developed paved straight roads and infrastructure.</p> <p>They also influenced the:</p> <ul style="list-style-type: none"> ● Written and spoken language ● Measurement system ● Way of life ● Cities ● Buildings (built out of brick and stone) ● Technology ● Religion (e.g Christianity). <p>Roman Britain was a nation rather than a number of tribes.</p>		<p>Emperor - somebody who rules an empire or is the head of state in an empire</p> <p>Empire - a number of individual nations that are all controlled by the government or ruler of one particular country</p> <p>Infrastructure - the basic facilities such as transport, communications, power supplies, and buildings, which enable it to work</p> <p>Jutes - people from the Jutland peninsula (Germany and Southern Denmark) who invaded Britain around AD 410</p> <p>Legacy - a direct result of something in history and which continues to exist after it is over</p> <p>Picts - ancient tribes who lived in northern Scotland</p> <p>Province - a large section of a country</p> <p>Queen Boudicca - leader of the Iceni tribe who led a rebellion against the Roman invasion</p> <p>Rebellion - fighting back and opposing the people who have attacked you</p> <p>Roman - related to or connected with Ancient Rome and its empire</p> <p>Scots - people from Ireland who eventually settled in Scotland</p>

Possible Activities
<ul style="list-style-type: none"> - Describe what life was like for all groups of people during Roman Britain. - Explain how Britain changed during Roman Britain using a timeline to help (e.g. explain how the Roman invasion brought an end to the Iron Age) - Explain key leaders that influenced Roman Britain. - Explain how we know about Roman Britain (e.g. artefacts, remains and historical accounts). - Study Roman artefacts/tools and explain what their uses were. - Compare the different periods of time you have studied so far, and explain similarities/differences. - Explain what the Romans brought to Britain and the legacy that the Romans left. - Describe the causes and consequences of the Roman invasion and then subsequently the causes and consequences of their return to Rome.

Key Resources / Images

Timeline

c. 55-54 BC: Julius Caesar first invades Britain.

c. AD 43: The Romans conquer Britain. This marks the end of the Iron Age.

c. AD 80: Pompeii was destroyed by the volcano, Vesuvius.

c. AD 122: Hadrian's Wall is built to protect against the raiding Northern tribes, the Picts.

c. AD 250: Picts from Scotland, Scots from Ireland, Angles, Saxons and Jutes from Germany and Scandinavia begin to threaten the Romans in Britain.

AD 410: Romans leave Britain to defend Rome which was under attack. Angles, Saxons and Jutes make their way from Germany and South Denmark.







Historical Skills	
Chronological understanding	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.
Historical knowledge and understanding	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Describe how some of the past events/people affect life today.
Historical interpretation	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past.
Historical enquiry	<ul style="list-style-type: none"> • Refine lines of enquiry as appropriate. • Begin to select and combine information from different sources.
Historical organisation and communication	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, and legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.