Year 2 – Innovation and Legacy

Enquiry question: What have the Romans ever done for us?

National Curriculum Objectives	Core Knowledge & Key Questions	Local links
Develop an awareness of the past, using common words and phrases relating to the passing of time. To know where significant people and events of the Roman Empire fit within a chronological framework. To use a wide vocabulary of everyday historical terms. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	**When and where did the Roman Empire begin?** The Roman Empire started in 27BC when Augustus Caesar ruled Rome in Italy. Locate Rome and the spread of the roman empire on a map.	To understand the impact of the Roman invasion on settlement, including Binscombe. To explore archaeological evidence of Romans in Binscombe.

Core Knowledge & Key Questions (cont.)	Key Figures	Linked Texts
What is an empire? The Romans built an empire - lots of countries ruled by the same person (emperor). The Romans had several large armies with many soldiers.	Augustus Caesar Julius Caesar	

What made the Roman empire so successful??
They had a highly organised and well trained army. Every last detail, from their equipment to their battle formations was carefully considered and copied across the Roman Empire.

Why did the Romans want to invade the cold island of Britain?
To know that Romans invaded Britain & to explore the reasons for this. Children understand at least 2 main reasons, e.g.: raw and natural materials such as corn, iron, tin, gold coins, cattle also Claudius' personal motivation. They wanted the resources Britain had to make themselves richer!

Did anyone resist the invasion of Britain?
Queen Boudicca of the Iceni tribe fought back against the Roman empire.

Did the Romans invade all of the UK?
To understand that there was resistance to the invasion.

Prior Learning		Future Learning
In Year 1, children are introduced to concept of events of the past when they learn about the stone age. They also learn about how we can find out about the past.	**Is there evidence of the Romans in our local area?** To understand the impact of the Roman invasion on settlement, including Binscombe. To explore archaeological evidence of Romans in Binscombe. **What have the Romans ever done for us?** To explore the legacy of the Romans in Britain.	In Year 3, the children learn about another ancient civilisation 'Ancient Greece' and a significant person of the past – Alexander.

Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity
To know where significant people and events of the Roman Empire fit within a chronological framework & to explore concurrence.			Did the Romans invade all of the UK? To understand that there was resistance to the invasion from the Celts.	What have the Romans ever done for us? To explore the legacy of the Romans in Britain and inventions we still use today.	

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
•	Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga	• I can use words and phrases that describe the passing of time. • I can use simple chronological vocabulary when I am telling people about an event. • I can sequence people, events or objects/artefacts within a time-period that I am learning about. • I can ask questions about what life was like for people in the past. • I can ask questions about what might have happened in the past. • I can try and work out how long ago something might have happened. • I can use a variety of sources (artefacts, photos, first-hand accounts, simple texts) and my own observations to answer questions and find out about the past. • I can use evidence and information I have found out to describe the past. • I can recount the main events of a significant event or time period, giving some interesting detail *(e.g. the Roman invasion of Britain)* • I can recount the main events of the life of a significant individual, giving some interesting detail *(e.g. Tutankhamun)*. • I can compare pictures or photographs of people or events in the past. • I can describe objects, events or the lives of people from periods in history that I have learnt about. • I can draw and label pictures and diagrams to show my understanding of people, objects or events from the past. • I can use timelines (including using ICT) to order events or objects. • I can place a significant person or event on a timeline. • I can make models (e.g. of objects or buildings) that show what something from a particular time period was like.