

Unit Planning Guidance

Enquiry question: *How did the Romans influence Britain?*

Main disciplinary focus: DC1: Cause and consequence—To understand the legacy of the Romans in Britain/your local area.

Main substantive concepts: Empire, society, settlement, religion, trade, communication.

Unit context

‘Roman Britain’ is the second Romans unit studied in Year 4. This unit is a British History unit on Roman Britain. This unit asks pupils to undertake a local history study of Roman Britain in their area (see Lesson 3). This is recommended, non-statutory work from the National Curriculum and requires pupils to study aspects of national history over time (in this case Roman Britain) and how they are reflected in the local area. Local history studies provide pupils with understanding of their local area which can then be transferred nationally and globally, engages pupils’ learning with surroundings they are familiar with, and supports cross-curricular studies.

The unit is designed as a depth study into Roman Britain itself. It fulfils the National Curriculum requirement of a local history study in the form of a depth study into one of the areas of British History outlined in the National Curriculum. The area, as worded in the National Curriculum, is the ‘*Romanisation* of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.’

In Lesson 1, pupils will begin by studying who lived in Roman Britain. This first lesson is designed to share evidence that details how multicultural and diverse Roman Britain was. Pupils will investigate a range of human remains and the objects they were buried with—unpicking clues as to who these people were. Pupils then study Roman towns.

Through studying Lesson 2, pupils will learn that, like forts, Roman towns were all built from the same plan and had the same key buildings—they will look closely at bathhouses through a study of the ancient baths found at Bath.

Lesson 3 involves investigating an archaeological site. Ideally this will involve a site visit if one is available in your local area. You will need to locate a Roman Britain site local to your school and ideally arrange a class visit to coincide with the week the lesson should be taught. Alternatively, once you’ve located your nearest Roman site, pupils can conduct online research or use resources you have pre-prepared.

In Lesson 4, pupils look at Roman roads—how they were built and why they were built—and then at the Romans’ trading network.

In Lesson 5, pupils look at Roman gods before finding out that the Romans brought Christianity to Britain.

Finally, in Lesson 6 of this unit, pupils will find out about the Roman number system, Latin and the calendar—the remains of which are still evident in life today.

Pupils will end the unit responding to the enquiry question: *How did the Romans influence Britain?* They should consider all they have learned within the unit when responding and some pupils may even bring forward their knowledge from the previous Romans unit.

General resources

The teacher's **Subject knowledge guide** gives a basic overview of the knowledge needed to teach this unit. **Posters** of significant people and places can be displayed around the class during the unit. The **Discovery box** gives information that may be useful to pupils before they start the unit. It also contains a variety of activities which can be used throughout the term in different lessons to enhance learning.

Links to previous and future learning

The knowledge from previous and future units which closely link with this current unit, Unit 2: Roman Britain, are shown below. For more information about how this unit fits into the wider sequence of learning, please see the history progression document.

Year 3	Year 4	Year 5
Stone, Bronze and Iron Ages <ul style="list-style-type: none"> Prehistory is the time before written records. Prehistory is divided into the Stone, Bronze, and Iron Ages. An artefact is an object made by a person. Archaeologists are historians who use artefacts and remains to learn about people from the past. The Stone Age is divided into three periods: Palaeolithic, Mesolithic, and Neolithic. Before the Neolithic period, people were hunter-gatherers who moved around. In the Neolithic period, people started to farm, build permanent homes, and make pottery. The archaeological site of Skara Brae is an example of Neolithic homes. The Bronze Age followed the Stone Age and began over 4,000 years ago. In the Bronze Age, people learned how to make new objects from bronze and other metals. Some people became wealthy for the first time. There was conflict between groups of people because of wealth. The Iron Age followed the Bronze Age and began around 750BCE. People started to use iron rather than bronze to make tools and weapons. Iron Age communities built hillforts to protect themselves. 	The Romans <ul style="list-style-type: none"> The Roman Empire began in 27BCE when Augustus became Emperor. At the time of the Roman invasions, Britain was split into different areas. Areas were ruled by separate communities who often fought each other. The leader of one group fled to Rome to ask for support in defeating another group. Emperor Claudius used the request for support as a reason to invade Britain in 43CE. The strength of the army was key to the success of the spread of the Roman Empire. The Romans continued to invade parts of Britain, but tried to keep the peace with most of the communities. Boudicca was Queen of the Iceni people, who lived peacefully with the Romans. Boudicca raised a rebel army after the Romans took control of Iceni lands. The rebel army successfully attacked three Roman towns before they were defeated by the Roman army. To defend land they had taken, the Romans built forts. Forts all followed the same plan. In 112CE, Emperor Hadrian began building Hadrian's Wall, which stretched 75 miles across the north of Roman lands in Britain. 	Anglo-Saxons and Scots <ul style="list-style-type: none"> The last Roman soldiers left Britain in about 410CE making it easier for people to invade and attack England. The Anglo-Saxons came to England for many reasons. Historians believe some Britons asked them to come and fight the Picts and Scots. Gradually Anglo-Saxon customs, language and laws became used throughout England. The Anglo-Saxon period in England was from around 410CE to 1066. The main literary sources of information about the Anglo-Saxon period are from Bede and the Anglo-Saxon Chronicle. Sutton Hoo was discovered in 1939 and is one of the most exciting discoveries in British archaeology. Anglo-Saxon England was divided into seven kingdoms. Evidence suggests Anglo-Saxons abandoned Roman buildings and left them to ruin. Many Anglo-Saxons lived in small villages. Most villagers were involved in agriculture. Individuals supported the village by taking on specific roles and jobs. The Anglo-Saxons were originally pagans and believed in many different gods.



History Mastery

Year 4, Unit 2: *Roman Britain*

<ul style="list-style-type: none">• The people of Iron Age Britain and the rest of Iron Age Europe shared a culture and would trade.• Stonehenge is a monument built from different stones.• Monuments can be built to celebrate or remember something or someone.• Historians have an idea about when and how Stonehenge was built.• There are different theories about why Stonehenge was built and how it was used.• Prehistoric Britons believed in many different gods and spirits.• In the Neolithic and early Bronze Age periods, people built huge structures and gathered in large groups for rituals.• In the later Bronze Age and Iron Age, rituals were far smaller and took place in caves, woods, and near rivers.• Druids were the priests of Iron Age Britain.	<ul style="list-style-type: none">• Between 192CE and 273CE there were many problems in Rome.• Roman Britain went through a series of important changes.• Roman troops were called away from Britain to deal with rebellions across the empire.• The Angles and Saxons took advantage and began to raid more often.• In 410CE, Emperor Honorius ended Roman rule in Britain.	<ul style="list-style-type: none">• King Ethelbert became the first Anglo-Saxon king to convert to Christianity.• Some monks were made saints for spreading the word of Christianity.• Monasteries offered education to the monks who lived there.
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Unit overview		
	Key knowledge	Key vocabulary
Lesson 1 <i>How do we know who lived in Roman Britain?</i>	<ul style="list-style-type: none"> The Romans controlled much of Britain for almost 400 years, when Britain was one small part of the Roman Empire. People from across the Roman Empire moved quite freely between the different lands. We know that Roman soldiers settled in Britain. We can learn a lot about who lived in Roman Britain by investigating burial sites. 	<ul style="list-style-type: none"> ancestry archaeologist burial site DNA empire human remains multicultural
Lesson 2 <i>Why did Romans build towns and what were Roman towns like?</i>	<ul style="list-style-type: none"> The Romans built towns across Britain. The towns would all follow the same plan, with the same key buildings and roads. Romans introduced bathhouses to Britain—they were an important part of Roman life. 	<ul style="list-style-type: none"> aqueduct bathhouse foundations settlement sewers
Lesson 3 <i>What can we learn about Roman Britain by investigating an archaeological site?</i>	<ul style="list-style-type: none"> Archaeological sites linked to Roman Britain can be found across Britain. Archaeological sites can tell us a lot about what life was like at different times in the past. We can make predictions about what life was like using the sources and evidence we find. A famous Roman site is Caerwent, but there may be sites nearer to your school. 	<ul style="list-style-type: none"> archaeological site Caerwent evidence sources
Lesson 4 <i>How did the Romans link together the places they ruled?</i>	<ul style="list-style-type: none"> Roads were built to connect towns, to make it easier for troops to travel, and to transport supplies. The Romans developed a trade system across the empire, so they could import and export the goods they needed. The Romans also traded enslaved people across their empire. The Romans introduced a currency and different coins to make trade easier across the empire. 	<ul style="list-style-type: none"> currency enslaved people export foundations import provinces trade
Lesson 5 <i>What did the Romans believe, and did they bring their beliefs to Britain?</i>	<ul style="list-style-type: none"> The Romans had their own gods. Britons were able to worship their own gods as long as they also respected the Roman ones. As Britons began to lose faith in the gods, Christianity became popular. At first, Christianity was banned, and many were killed for their beliefs. Emperor Theodosius eventually declared Christianity the official religion of the Roman Empire. 	<ul style="list-style-type: none"> belief Christianity persecuted polytheism religion



Lesson 6

What influence have the Romans had on our words and numbers?

- Before the Romans invaded, most Britons could not read and write.
- The Romans introduced an alphabet and writing.
- Many of our words today have Roman origins.
- The Romans introduced the calendar to Britain.
- The Romans introduced a number system.

- Julian calendar
- Latin
- **literacy**
- society
- stylus



Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 1 <i>How do we know who lived in Roman Britain?</i>	<ul style="list-style-type: none"> The Romans controlled much of Britain for almost 400 years, when Britain was one small part of the Roman Empire. People from across the Roman Empire moved quite freely between the different lands. We know that Roman soldiers settled in Britain. We can learn a lot about who lived in Roman Britain by investigating burial sites. 	Lesson 1 teaching slides Pupil workbook Knowledge record Additional resources: Key Stage 2 History timeline Burial sites	<ul style="list-style-type: none"> ancestry archaeologist burial site DNA empire human remains multicultural
Outcomes / Assessment	Disciplinary and substantive concept/s	Key term	Key takeaway
Pupil workbook pages 25–26 Response to enquiry question	<p>DC5: To understand how archaeologists use artefacts and human remains to find out about who lived in Roman Britain.</p> <p>SC: Society</p>	<p>A burial site is an area of land where dead bodies (human remains) are buried, especially a long time ago.</p>	<p>Through archaeology, we can learn a lot about who lived in Roman Britain through the excavation of burial sites, the analysis of artefacts and the investigation of human remains. From human bones and teeth, archaeologists can determine the ancestry of those buried there.</p>

Teacher notes:

This lesson is designed to introduce pupils to the existence of a multicultural and diverse society within Roman Britain. The first burial site/grave the pupils can investigate is that of the 'Ivory Bangle Lady' – there are many newspaper reports about the finding that you may wish to read and should share with the pupils. The other sets of remains have been chosen to give as broad a view as possible of who could have been living in Roman Britain. The 'Beachy Head Lady' is a more recent discovery (1950s) and her remains are unlike any others found in Britain to date.

- Hook:** Prepare an engaging hook to introduce pupils to the new unit. You could: show photographs or objects, read a story, show a video or do something more creative. If your school is in an area with Roman remains nearby, you may like to show pictures of these.
- Share the unit enquiry question: How did the Romans influence Britain?** and explain that all lessons in this unit will support the pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too.
- Existing knowledge exercise:** Gauge pupils' knowledge of the Romans and Roman Britain. They should have quite substantial knowledge if they studied the previous unit, Year 4, Unit 1: The Romans, where they examined the Roman Empire and the Roman conquest and control of Britain.



- **Introduction:** Begin by sharing the lesson question, key term and other key vocabulary with the pupils. Before the content of the lesson begins, and using Additional resource: KS2 History Timeline, show the overall timeline to reinforce the chronology of when Roman Britain was and how this fits in with previous units studied.
- **Talk task:** Ask the pupils to discuss the questions ‘What are burial sites and what might they tell you?’ and ‘What have you already learned about burial sites?’/‘When did you learn about burial sites?’. Remind pupils they studied some human remains from Stone Age Britain in Year 3, Unit 1; they also looked at Egyptian pyramids and tombs in Year 3, Unit 2. Using knowledge gained from there, what do they think a ‘burial site’ is and what do they think burial sites from Roman Britain might be able to tell us?
- **Read:** ‘What are burial sites and what might they tell you?’ (on the teaching slides only) as a class. This text details what a burial site is, what human remains are, and what they can tell us. Discuss what they might tell us. This builds on and extends pupils’ knowledge from Year 3 when they looked at burial sites and human remains, by looking at DNA and how it can help identify people’s ancestry.
- **Talk task:** Pupils predict what the remains from Roman Britain may tell them about the people who lived there based on what they have already learned in Year 4, Unit 1 about people in Roman Britain. Ask pupils to discuss with partners or alternatively you can ask pupils to write their answers on whiteboards and take feedback in a class discussion. Pupils may predict that the remains could be of soldiers as there were many battles when Rome invaded Britain, there could be helmets or swords buried with them, Britons whose land was taken over by the Romans and who were buried with metal work and coloured glass, etc.
- **Investigation:** Pupils can either investigate the set of human remains and their goods in the Workbook or use the additional three provided on the teaching slides and in Additional resource: Burial sites. Using the slide, you could use one set to model how you’d make inferences about the remains and any questions you may have. The known details (from archaeological reports) have been listed and, if certain information is not included, it is because the evidence cannot be located. Different groups could look at different remains and then feedback to the class. Pupils should work together to decide what the remains tell them, what they can infer from the remains and what the remains do not tell them.
 - Burial site 1 (York): These remains are those of the ‘Ivory Bangle Lady’. The research by the University of Reading’s Department of Archaeology analysed her facial features, the chemical signature of the food and drink she consumed, and the evidence from the burial site. The research pointed to a high-status incomer to Roman York, likely to have been of North African descent. The goods not only reflect a high status but also that she was perhaps Christian. The mirror is also very unusual. <https://www.yorkshiremuseum.org.uk/collections/collections-highlights/ivory-bangle-lady/>.
 - Burial site 2 (London): These remains are possibly those of the daughter of someone in the Roman military. They provide evidence of the movement of people to Britain from across the empire. The goods suggest a level of status and importance but are also objects likely brought to Britain from other lands. The book *The Time Travel Diaries* by Caroline Lawrence is based on uncovering the mystery of the remains <https://www.amazon.co.uk/Time-Travel-Diaries/dp/1848128002>. The remains themselves are on display at the Museum of London.
 - Burial site 3 (Winchester): These remains are very typical of those of a Briton. There are no grave goods except the remains of his shoes – typical in the burial of a Britain of ‘average’ status.
 - Burial 4 (London): This skull is thought to be that of a gladiator or a criminal. It suggests that perhaps the Romans brought enslaved people (in the form of gladiators) from across the empire to fight in the amphitheatres of Roman Britain. <https://www.museumoflondon.org.uk/discover/gladiator-games-roman-gladiators-londinium>. Note: Ideally, you could replace one of the case studies with something local to you.
- **Read:** ‘The Beachy Head Lady’. This gives details on what we can learn from her remains. You may want to use a map to indicate what is meant by sub-Saharan (sub-Saharan Africa is, geographically, the area of the continent of Africa that lies south of the Sahara).
- **Write:** Pupils write an independent response to the question ‘What do the burial sites you’ve looked at tell you about people in Roman Britain?’. A possible answer is shown on the next slide.



- **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response to the lesson question in their Knowledge record for this lesson.

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Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 2 <i>Why did Romans build towns and what were Roman towns like?</i>	<ul style="list-style-type: none"> The Romans built towns across Britain. The towns would all follow the same plan, with the same key buildings and roads. Romans introduced bathhouses to Britain—they were an important part of Roman life. 	Lesson 2 teaching slides Pupil workbook Knowledge record	<ul style="list-style-type: none"> aqueduct bathhouse foundations settlement sewers
Outcomes / Assessment	Disciplinary and substantive concept/s	Key term	Key takeaway
Pupil workbook pages 27–30 Knowledge quiz 2.1 Response to enquiry question	DC1&2: To understand the changes in settlement and infrastructure brought by the Romans. SC: Settlement, communication, technology, trade	A settlement is a place where a community of humans live.	Roman towns were highly developed compared to that of the British settlements of the same time. They included a variety of buildings for different uses, and all followed a similar grid layout.

Teacher notes:

- Knowledge quiz 2.1:** Pupils complete this independently to assess knowledge retention from previous lesson. They write their score at the front of their workbook.
- Revisit the main enquiry question and the learning journey so far.
- Begin by sharing the lesson statement, key term and other key vocabulary with the pupils—you may want to add images to the teaching slides to support exemplification and understanding of these.
- Talk task:** Pupils should look closely at the image of the Roman town of York. You could substitute York for a Roman town near you, if there is one. Pupils should discuss how what they can see in that picture is different from what they know of how Britons lived before the Romans arrived. They can use the image of a Britons' settlement as a comparison. If necessary, remind them of what they learned in Year 3, Unit 1 and in Year 4, Unit 1—that most Britons lived in the countryside, in small villages or hillforts, in roundhouses, before the Romans arrived.
- Read:** 'Why did Romans build towns?'.
- Write:** Ask pupils the questions 'Why were towns important places for Romans?' and 'What did people do there?'. Pupils should explain that towns were important as they were where the country was ruled from. In towns, people held council meetings and traded goods.
- Read:** 'What was a Roman town like?'. Pupils should compare what they can remember about how the Britons lived.
- Retrieval:** Pupils match the key terms to the definitions to enforce knowledge of the main places in Roman towns.
- Read:** 'What was a Roman bathhouse?'.
- Investigation:** Pupils analyse the primary source using the key questions: who, where, what, why? Allow the pupils to try and work these out verbally themselves before giving them information about the mosaic in the answer slide. What does this tell them about Roman towns?



- **Group task:** Pupils should work in groups or with partners to complete the Venn diagram. Pupils should compare a Roman town to a modern town by adding the items to either: Roman, Modern, or Both. You can challenge pupils to think of any more Roman features they can add to the diagram. Discourage pupils from adding just modern ideas as there are many!
- **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should record an independent response into their Knowledge record for this lesson.

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 3 <i>What can we learn about Roman Britain by investigating an archaeological site?</i>	<ul style="list-style-type: none"> Archaeological sites linked to Roman Britain can be found across Britain. Archaeological sites can tell us a lot about what life was like at different times in the past. We can make predictions about what life was like using the sources and evidence we find. A famous Roman site is Caerwent, but there may be sites nearer to your school. 	Lesson 3 teaching slides Pupil workbook Knowledge record Internet access Additional resource: Site visit example	<ul style="list-style-type: none"> archaeological site Caerwent evidence sources
Outcomes / Assessment	Disciplinary and substantive concept/s	Key term	Key takeaway
Pupil workbook pages 31–32 Knowledge quiz 2.2	DC5 and DC6: To learn to use archaeological sites to find out about Roman Britain. SC: Society, settlement, civilisation	An archaeological site is a place that contains evidence of history.	Archeological sites can tell us a lot about what life was like in Roman times. We can interpret the sources and evidence we find to understand the past.

Teacher notes:

Prior to this lesson, you will need to locate a Roman archaeological site within the locality or as close as possible. Pupils need to investigate the site to discover the impact of or imprint left by Roman Britain in the context of their own locality. Ideally, you would have pre-arranged to take pupils on a school trip to visit the site and pupils could write up their findings within this lesson. However, if this is not possible, this lesson has also been designed so pupils can investigate a local chosen site using internet access or printed sources.

- **Knowledge quiz 2.2:** Pupils complete this independently to assess knowledge retention from the previous lesson. They write their score at the front of their workbook.
- Revisit the main enquiry question and the learning journey so far.
- **Introduction:** Begin by sharing the lesson statement, key term and other key vocabulary with the pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. Try to use the key vocabulary while teaching/modelling the local study.
- **Investigation:** The lesson begins with evidence from Caerwent, Monmouthshire, Wales. Pupils investigate some of the evidence from the archaeological site with your support—this provides a model for when they investigate the site from the locality. Pupils discuss the images of the evidence found at Caerwent. Pupils should unpick what the images tell us.
 1. Mosaics—that there was somewhere beautifully decorated within Caerwent—possibly a bathhouse or a grand home?
 2. Underfloor heating system—was this under a home or part of a bathhouse?
 3. Foundations—evidence of multiple buildings.
 4. Wall—a wall built around the town for protection perhaps?



The site also gives evidence that the Romans occupied part of Wales. When they have finished their investigation, in pairs, larger groups or as a whole class, pupils discuss what the evidence from Caerwent tells us, what they can infer from the evidence and what questions they may still have.

- **Investigation:** Pupils now investigate the archaeological site that you have identified using laptops if possible. Select websites prior to the lesson and guide pupils to these. As an alternative, you could print the text and images from different sites for pupils to use for their research. <https://www.historic-uk.com/HistoryMagazine/DestinationsUK/RomanSites/> is a good place to start. Draw pupils' attention to how the information they read about archaeological sites comes from historians' and archaeologists' interpretations of the remains they have found. You could provide pupils with a worksheet to fill in to help them with this (see the Additional resource: Site visit example for an idea of what you could provide). This includes a completed example to help pupils fill it in.
- **Investigation:** Pupils write what they found out about Roman Britain from the local archaeological site they researched. This could be in the form of a poster/presentation/information leaflet, etc. of your choosing.
- **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response in their Knowledge record for this lesson.

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Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 4 <i>How did the Romans link together the places they ruled?</i>	<ul style="list-style-type: none"> Roads were built to connect towns, to make it easier for troops to travel, and to transport supplies. The Romans developed a trade system across the empire, so they could import and export the goods they needed. The Romans also traded enslaved people across their empire. The Romans introduced a currency and different coins to make trade easier across the empire. 	Lesson 4 teaching slides Pupil workbook Knowledge record	<ul style="list-style-type: none"> currency enslaved people export foundations import provinces trade
Outcomes / Assessment	Disciplinary and substantive concept/s	Key term	Key takeaway
Pupil workbook pages 33–36 Knowledge quiz 2.3 Response to enquiry question	DC4: To understand the importance of trade in linking the Roman Empire to the rest of the world. SC: Trade	To trade is to buy and sell goods or services.	The Romans developed a trade network across the empire so different regions could import and export a huge variety of goods, including enslaved people.

Teacher notes:

- Knowledge quiz 2.3:** Pupils complete this independently to assess knowledge retention from previous lesson. They write their score at the front of their workbook.
- Revisit the main enquiry question and the learning journey so far.
- Introduction:** Begin by sharing the lesson statement, key term and other key vocabulary with the pupils—you may want to add images to the teaching slides to support exemplification and understanding of these.
- Talk task:** Ask pupils to discuss the questions ‘Why do people trade?’ and ‘What do you think people from Roman Britain traded?’. Pupils should think back to their knowledge on trade from Year 3 and discuss how trading can allow some people to get richer and how it means people have access to different tools and items. People in Roman Britain may have traded food, jewellery, tools, etc.
- Read:** ‘Why did the Romans build roads?’.
- Talk task:** ‘Why do you think the Romans built roads that were as straight as possible?’ and ‘Look at this map of Roman roads used today. Why do you think we still use these roads?’. Pupils should discuss that the straight roads were built for speed, and we still use them today for this reason.
- Read:** ‘How did the Romans build roads?’.
- Retrieval:** Pupils label the cross-section of the Roman road.
- Read:** ‘What did the Roman Britons trade and who did they trade with?’. This looks at how the Romans built a trade network across the empire (making trade much easier) and how they introduced a system of coins to ensure a common currency. The map uses the names that the Romans called these provinces at the time,



though please note that names and borders did change quite frequently. You could highlight the provinces of 'Asia' and 'Africa' and ask pupils what these mean in the English language today, pointing out that they became the name of whole continents.

- **Retrieval:** Pupils have a list of products and have to give one example of where the goods were exported from within the Roman Empire. The pupils should use the map to help them complete this task. Answers are on the next slide.
- **Read:** 'What else did the Romans trade?'. This introduces pupils to the Roman trading network in enslaved people extending across their empire and beyond. Pupils will have already come across slavery in Year 1, Unit 2 Ancient Egypt, though the proportion of people that were enslaved in Egypt and Egypt's reliance on them was far less than in the Roman Empire. It's important that pupils grasp how common slavery was within the Roman Empire and that, in many ways, the success of Rome depended on forced labour in almost every aspect of society, including in Roman Britain.
- **Investigation:** Pupils analyse a photograph showing two enslaved people in neck collars being led by a man in a helmet. The photograph used is Roman collared enslaved people, Marble relief, Smyrna (Izmir, Turkey), 200CE, which can be seen in the Ashmolean Museum, Oxford.
- **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response in their Knowledge record for this lesson.

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 5 <i>What did the Romans believe, and did they bring their beliefs to Britain?</i>	<ul style="list-style-type: none"> The Romans had their own gods. Britons were able to worship their own gods as long as they also respected the Roman ones. As Britons began to lose faith in the gods, Christianity became popular. At first, Christianity was banned, and many were killed for their beliefs. Emperor Theodosius eventually declared Christianity the official religion of the Roman Empire. 	Lesson 5 teaching slides Pupil workbook Knowledge record Internet access Additional resources: Roman gods Christianity statements	<ul style="list-style-type: none"> belief Christianity persecuted polytheism religion
Outcomes / Assessment	Disciplinary and substantive concept/s	Key term	Key takeaway
Pupil workbook pages 37–38 Knowledge quiz 2.4 Response to enquiry question	DC3: To learn about some Roman beliefs and how they changed. SC: Religion	A belief is an idea that you are certain is true.	Romans believed in many gods. This was different from the Britons' beliefs, but the Britons were able to worship their own gods as long as they also respected Roman ones. Christianity was banned at first but later became the official religion of the Roman Empire.

Teacher notes:

- Knowledge quiz 2.4:** Pupils complete this independently to assess knowledge retention from the previous lesson. They write their score at the front of their workbook.
- Revisit the main enquiry question and the learning journey so far.
- Introduction:** Begin by sharing the lesson statement, key term and other key vocabulary with the pupils—you may want to add images to the teaching slides to support exemplification and understanding of these.
- Talk task:** What can the pupils tell about what the Romans believed from the picture? The Romans were heavily influenced by the Greeks—pupils will study the Greeks in Year 6. Can pupils compare Roman worship to Egyptian worship that they looked at in Year 3? What do they remember about the beliefs of Britons?
- Read:** 'Who were the Roman gods?'. You could also refer pupils back to Year 3, Unit 1 where they learned about the beliefs of Britons and the druids.
- Write:** Pupils complete the table with the similarities and differences between the beliefs of the Romans and the beliefs of the Britons. Possible answers are on the following slide.
- Investigation:** Pupils use the internet (guided sites) or printed material to research the roles and attributes of five Roman gods. As an alternative you could print the necessary information and place it around the classroom. Pupils could then 'hunt' for the information they need to fill the table together. (Use Additional resource: Roman gods here.) This activity could be done in pairs or small groups, with each group being assigned a different god.



- **Read:** ‘Did the Romans always believe in the same gods?’. This is on the teaching slides only and details the timeline of the Roman conversion to Christianity. Emphasise that change was sporadic and happened gradually across hundreds of years, as well as not happening uniformly—many people in Roman Britain continued to believe in their old gods long after Christianity became the official religion.
- **Group task:** Pupils order the events in the spread of Christianity (events to order are written in Additional resource: Christianity statements and could be printed from there). Ensure that you explain to pupils that the changes in beliefs did not occur on specific dates but gradually over time depending on the area.
- **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response in their Knowledge record for this lesson.

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 6 <i>What influence have the Romans had on our words and numbers?</i>	<ul style="list-style-type: none"> Before the Romans invaded, most Britons could not read and write. The Romans introduced an alphabet and writing. Many of our words today have Roman origins. The Romans introduced the calendar to Britain. The Romans introduced a number system. 	Lesson 6 teaching slides Pupil workbook Knowledge record Dictionaries	<ul style="list-style-type: none"> Julian calendar Latin literacy society stylus
Outcomes / Assessment	Disciplinary and substantive concept/s	Key term	Key takeaway
Pupil workbook pages 39–41 Knowledge quiz 2.5 Knowledge quiz 2.6 Response to enquiry question	DC4: To identify ways in which the Romans influenced our world today. SC: Communication	Literacy means being able to read and write in a way that allows you to communicate.	The legacy of the Ancient Romans includes: an alphabet and writing; words we use today; the calendar; and a number system.

Teacher notes:

- Knowledge quiz 2.5:** Pupils complete this independently to assess knowledge retention from the previous lesson. They write their score in the chart at the front of the workbook.
- Revisit the main enquiry question and the learning journey so far.
- Introduction:** Begin by sharing the lesson statement, key term and other key vocabulary with the pupils—you may want to add images to the teaching slides to support exemplification and understanding of these.
- Talk task:** What do the pupils think is happening in the image? Steer conversations towards reading and writing if necessary.
- Read:** ‘Could the Romans read and write?’. Pupils may link this back to Year 4, Unit 1 and remember that soldiers in the Roman army had to be literate. Pupils need to understand that although most Britons remained illiterate, the Romans’ arrival dramatically increased literacy and had a huge impact on language in Britain that can still be seen today. Remind pupils of their learning in Year 3 on Ancient Egyptian writing and how they also used papyrus for writing.
- Investigation:** Pupils investigate the ways in which we still use words that stem from Latin. Pupils have been given six Latin root words. Before looking at a dictionary, can pupils try to add any words they already know? They then need to locate words in the dictionary that begin with these root words and use this to try to decide the meaning of the root word. Possible answers, including the actual meaning, is shared with the pupils on the slides.
- Read:** ‘Were Roman numbers like ours today?’ This section detailing Roman numerals and how the system works is on the teaching slides only.
- Talk task:** Pupils discuss ‘How easy or difficult is it to use the Roman numerals system?’ and ‘Why was it replaced in Britain?’
- Write:** Which Roman numerals represent each number? Pupils complete the table of numerals together on the teaching slides only.



- **Read:** 'Did the Romans know the date?'. This is about the Roman calendar.
- **Write:** Pupils match the name of the month to the reason for the name. They will need to decipher the clues together. Note that the original 10-month calendar did not include January and February—the winter was unnamed. Therefore, encourage pupils to begin by matching the clues with the original 10 months (so December is the 10th month, etc.). January/Januarius and February/Februarius were added under Julius Caesar to make the 12-month Julian Calendar and then two of the months were renamed in 8CE under Augustus, so Quintillis became July (after Julius Caesar) and Sextillis became August (after the first emperor Augustus).
- **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response in the Knowledge record for this lesson.
- **Knowledge quiz 2.6:** Pupils complete this independently to assess knowledge retention from this lesson. They write their score at the front of their workbook.

Enquiry question: Pupils should now respond to the enquiry question: *How did the Romans influence Britain?* They should use their completed Knowledge records to help them. This could be in the form of an extended piece of writing, an oral presentation, an annotated poster, or another format of your choice which best suits your class. For further information to help support pupils to answer the enquiry question, please refer to the Enquiry Question Teacher Support document.