

JULIUS CAESAR - THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN

'Children should be taught about the Roman Empire and its impact on Britain'

National Curriculum

Essential characteristics of historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Chris Quigley Education Ltd

AUTUMN TERM 2019-20 - MEDIUM TERM PLANNING - HISTORY THEME

<p>INDIVIDUAL LEARNING OBJECTIVES (See individual pupil IEPs for their actual individual targets)</p>	<p>ESSENTIAL LEARNING OBJECTIVES (Chris Quigley)</p>
<p><u>P7</u></p> <ul style="list-style-type: none"> - to identify a difference between an 'old' and 'new' object - to sort objects by given criteria eg old or new - to compare an old and new building 	<ul style="list-style-type: none"> • To investigate and interpret the past • To understand chronology • To build an overview of world history • To communicate historically
<p><u>P8</u></p> <ul style="list-style-type: none"> - to identify objects as being from the past or present - to identify personal experiences from the past or present - to use role-play to represent personal experiences - to identify similarities and differences in a picture - to identify some different types of home 	
<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> - to express time in terms 'when ... was young' - to find common features of homes - to identify some external differences in homes of different ages - to identify differences in homes of different sizes - to observe artefacts carefully, describing or drawing what they have seen - to relate an artefact to a modern object - to consider aspects of life in home in the past 	

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POSSIBLE LEARNING ACTIVITIES	
HISTORY: <ul style="list-style-type: none"> • Comparing Roman homes with our homes • Comparing Roman clothes with our clothes. Dress up in togas. • Sorting Roman and modern artefacts 	OUTDOOR: <ul style="list-style-type: none"> • Cleaning Togas • Build Hadrian's Wall • Chariot Races on bikes • Build a catapult
GEOGRAPHY: <ul style="list-style-type: none"> • Using maps and globes to find Italy and UK • Use map to locate Hadrian's Wall 	MATHS: <ul style="list-style-type: none"> • Roman Numerals
ART & DESIGN TECHNOLOGY: <ul style="list-style-type: none"> • Collage a big Roman citizen and a Roman soldier • Make shields • Mosaics • Build a chariot 	ENGLISH: <ul style="list-style-type: none"> • Labelling Roman Soldier
COMPUTING: <ul style="list-style-type: none"> • Marching in different directions from instructions 	https://www.bbc.co.uk/bitesize/topics/zwmpfg8/resources/1