

Year A

Topics covered:

What have we learned from the past? The Romans - Autumn Term

Why do we Remember People? Lord Shaftesbury and Dr Barnardo LKS2- Spring Term

"Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.' Deuteronomy 32:7

National curriculum links

*Chronological Understanding*  
 • H2.1: Constructing the past - develop chronologically secure knowledge of Britain's past, including the Roman invasion, settlement, and withdrawal from Britain.  
 • H2.2: Sequencing the past - place key events, people, and periods (e.g. Julius Caesar, Claudius' invasion, Boudicca's revolt, Roman

<p>What have we learned from the past? The Romans - Autumn Term                  Why did the Romans invade Britain, and how did they change it?</p>	<p>Key Vocabulary</p>
<p><b>National Curriculum Objectives</b>                  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain, including:                         <ul style="list-style-type: none"> <li>○ Julius Caesar's invasions</li> <li>○ The power of the Roman army</li> <li>○ Claudius' successful invasion</li> <li>○ British resistance (e.g. Boudicca)</li> <li>○ Hadrian's Wall</li> </ul> </li> </ul> <p><b>Lesson 1 - When did the Romans invade Britain?</b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• To understand <b>when the Romans invaded Britain</b></li> <li>• To place key events on a <b>timeline using BC/AD</b></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>Julius Caesar led the first invasion in 55 BC, which was unsuccessful.</b></li> <li>• <b>A second invasion in 54 BC was more successful but short-lived.</b></li> <li>• <b>In AD 43, Emperor Claudius successfully invaded Britain.</b></li> <li>• <b>Britain remained under Roman control for around 365 years.</b></li> </ul> <p><b>Vocabulary</b></p>	<p><b>Essential / Core Vocabulary (Must Know)</b>  <i>Explicitly taught, revisited, and expected to be remembered:</i></p> <ul style="list-style-type: none"> <li>• <b>Emperor</b> - the ruler of the Roman Empire.</li> <li>• <b>Legionary</b> - a Roman citizen soldier in the army.</li> <li>• <b>Auxiliary</b> - a soldier in the Roman army from conquered lands or border territories.</li> <li>• <b>Invade</b> - to enter a place or country with the intention of taking control.</li> <li>• <b>Settle</b> - to establish a place to live or make a home.</li> <li>• <b>Boudicca</b> - a queen of the Iceni tribe who led a revolt against the Romans.</li> </ul>

withdrawal) in chronological order using BC/AD. Knowledge and Interpretation

- H2.5: Significance and interpretations - ask historically valid questions about cause and consequence (e.g. reasons for Roman invasion, impact of Roman rule, resistance to Roman control).
- H2.7: Using sources as evidence - use archaeological evidence, artefacts, buildings, and written accounts to reconstruct life in Roman Britain and understand different viewpoints (Romans and native Britons).

- **Essential:** Emperor, invade, settle, BC, AD
- **Wider:** Gaul

### Skills

- **I can begin to date events.**
- **I can understand more complex terms e.g. BC/AD**
- **I can place the time being studied, artefacts and historical figures on a timeline using dates**
- **I can sequence significant events, people and periods using some dates and time period labels.**

### Enrichment

- The Roman Empire was one of the most powerful empires in the ancient world.

### Lesson 2 - Why did the Romans invade Britain?

#### Learning Objectives

- To explain **why the Romans wanted to invade Britain**
- To understand **causes of historical events**

#### Knowledge

- **The Romans wanted wealth, land, and power.**
- **Britain had valuable resources such as gold, silver, and tin.**
- **The Britons had supported the Gauls, which angered Caesar.**
- **Caesar's invasions were partly to gain power and reputation.**

#### Vocabulary

- **Essential:** Invade, empire, resources
- **Wider:** Conquer, Gaul

### Skills

- **I can compare life then with our life today..**
- **I can find out about the everyday lives of people in time studied.**
- **I can describe causes and consequences of some main events in history.**

- **Hadrian's Wall** - a wall built by the Romans to protect the **north-west border** of Roman Britain.
- **Legacy** - something left behind by the Romans that continued to influence Britain.

**Wider Vocabulary (Exposure / Enrichment) - with Definitions**  
*Introduced through discussion and modelling; pupils are not expected to memorise:*

- **Aqueduct** - a large system built by the Romans to carry water from one place to another.
- **Londinium** - the Roman name for London.
- **Roman baths** - complex buildings used for bathing, relaxing, and socialising in Roman times.
- **Roman army** - the organised, disciplined, and effective military force of the Romans.
- **Revolt** - a rebellion or fight against a ruling power.
- **Civilisation** - a society with a well-organised government, laws, and culture.
- **Legacy** - something left behind by the Romans that continued to influence Britain.

- I can describe some representations of a period in history e.g.. differing viewpoints through historical sources.
- I can describe some relevant causes for and effects of key events.
- I understand the importance of causes and effects for some key events within our historical period.
- I can use evidence to reconstruct life in time studied.
- I can distinguish between different sources and compare different versions of the same story.
- I understand the importance of causes and effects for some key events within our historical period.
- I can choose relevant sources to answer historical enquiries.
- I can offer a reasonable explanation for some events.
- I can identify and give reasons for different ways in which the past is represented.
- I can select and record relevant information from a range of sources.
- I can give a broad overview of life within a given time period. I can select what events are most significant in a historical account.

#### Enrichment

- Caesar's first invasion failed due to **weather and strong resistance**.

#### Lesson 3 - Why was the Roman army so successful?

##### Learning Objectives

- To describe how the Roman army was organised
- To explain why it was so effective

##### Knowledge

- The Roman army was **highly disciplined and well-trained**.
- There were two types of soldiers:
  - **Legionaries** (Roman citizens)

- **Source** - evidence from the past that helps us understand history, such as coins, buildings, or written records.
- **Weapons** - tools or instruments used in battle, such as swords, shields, and spears.
- **Discipline** - following rules and training so an army works together effectively.

- **Auxiliaries** (from conquered lands)
  - Soldiers used **shields, short swords, and formations**.
  - Daily training and strict rules made them very effective.

#### Vocabulary

- **Essential:** Legionary, auxiliary, army, discipline
- **Wider:** Centurion

#### Skills

- **I can compare life then with our life today.**
- **I can find out about the everyday lives of people in time studied.**
- **I can use evidence to reconstruct life in time studied.**
- **I can offer a reasonable explanation for some events.**
- **I can give a broad overview of life within a given time period.**

#### Enrichment

- Roman soldiers trained every day and followed strict routines.

### Lesson 4 - How did Britain change under Roman rule

#### Learning Objectives

- To understand **how the Romans changed Britain**
- To identify **developments in settlements and infrastructure**

#### Knowledge

- The Romans built **towns** such as Londinium.
- They built **roads** to travel quickly across Britain.
- **Aqueducts** carried fresh water.
- **Roman baths** were used for washing and socialising.
- Roman rule changed how people lived and worked.

#### Vocabulary

- **Essential:** Aqueduct, Roman baths, settlement
- **Wider:** Infrastructure, Londinium

#### Skills

- **I can compare life then with our life today.**
- **I can find out about the everyday lives of people in time studied.**

- **I can use a range of sources for research.**
- I can use evidence to reconstruct life in time studied.
- I can offer a reasonable explanation for some events.
- I can give a broad overview of life within a given time period.
- I can choose relevant sources to answer historical enquiries.
- I can select and record relevant information from a range of sources.

#### **Enrichment**

- Many Roman roads are still used in Britain today.

#### **Lesson 5 - Who was Boudicca and why is she important?**

##### **Learning Objectives**

- To understand **who Boudicca was**
- To explain **why she led a revolt**

##### **Knowledge**

- Boudicca was a **Celtic queen of the Iceni tribe.**
- In **AD 60**, she led a revolt against Roman rule.
- Her army destroyed towns including **Londinium.**
- The Romans eventually defeated her army.

##### **Vocabulary**

- **Essential:** Boudicca, revolt, tribe

##### **Skills**

- **I can describe some representations of a period in history e.g.. differing viewpoints through historical sources.**
- **I can describe causes and consequences of some main events in history.**
- **I can use a range of sources for research.**
- **I can distinguish between different sources and compare different versions of the same story.**
- **I can identify and give reasons for different ways in which the past is represented.**

- I can select what events are most significant in a historical account.

#### Enrichment

- Boudicca is remembered as a symbol of resistance.

#### Lesson 6 - Why did the Romans build Hadrian's Wall?

#### Learning Objectives

- To understand why Hadrian's Wall was built
- To explain its purpose and impact

#### Knowledge

- In AD 122, Emperor Hadrian ordered the wall to be built.
- It was built to defend against northern tribes (Picts).
- It helped control movement and protect Roman Britain.
- Parts of Hadrian's Wall still exist today.

#### Vocabulary

- **Essential:** Hadrian's Wall
- **Wider:** Picts, defence

#### Skills

- I can use a range of sources for research.
- I can ask historically valid questions to find out about a period of time or historical figure.
- I can choose relevant sources to answer historical enquiries.
- I can select and record relevant information from a range of sources.
- I can select what events are most significant in a historical account.

#### Enrichment

- Hadrian's Wall stretched across northern England.

#### Endpoint Assessment

Task: Historical News Report

Children act as reporters covering a key Roman event (e.g. invasion, Boudicca's revolt).

Must include:

- What happened
- When it happened
- Why it happened
- Impact on people

Format:

- Written, filmed, or performed

□ I know that Julius Caesar invaded Britain in **55 BC**, but this first invasion was unsuccessful.

□ I know that his second invasion in **54 BC** was more successful but did not lead to long-term control.

□ I know that in **AD 43**, Emperor Claudius successfully invaded Britain with a large army.

□ I know that Britain remained under Roman control for nearly **400 years**.

□ I know that the Romans invaded Britain for **wealth, land, and power**, including resources like gold, silver, and tin.

□ I know that Caesar was also angered because Britons supported the Gauls.

□ I know that the Roman army was **highly disciplined, well-trained, and organised**.

□ I know that there were two types of soldiers: **legionaries** (Roman citizens) and **auxiliaries** (non-citizens).

□ I know that Roman soldiers used **shields, short swords, and formations**, and lived strict lives.

□ I know that many British tribes **made peace** with the Romans, but some **resisted**.

□ I know that Boudicca led a revolt in **AD 60** against Roman rule but was defeated.

- I know that the Romans changed Britain by building **roads, towns, and bathhouses**.
- I know that they improved **trade, laws, and ways of living**.
- I know that Latin influenced the **English language**.
- I know that Emperor Hadrian ordered Hadrian's Wall to be built in **AD 122**.
- I know that Hadrian's Wall was built to **defend against northern tribes** and control movement.
- I know that parts of Hadrian's Wall still exist today.

	<p>Why do we Remember People? Lord Shaftsbury and Dr Barnardo LKS2 - Spring Term</p> <p>"What impact did Lord Shaftsbury and Dr Barnardo have on the lives of children?"</p>	<p>Key Vocabulary</p>
<p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> <li>• H2.1: Constructing the past - develop chronologically secure knowledge of a significant period in British history, focusing on the Victorian era (1837-1901).</li> <li>• H2.2: Sequencing the past - place key events, reforms, and individuals (e.g. Ten Hours Act, establishment of Barnardo's Homes) within a chronological framework.</li> </ul> <p><i>Knowledge and Interpretation</i></p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• The <b>Victorian Era</b> started in 1837 and ended in 1901.</li> <li>• Queen Victoria was the <b>monarch</b> at this time.</li> <li>• This era was a time of great change because of the <b>Industrial Revolution</b>.</li> <li>• The Industrial Revolution was a time where many inventions and new ideas were created. It was a time where new factories and machines were being build and cities were getting bigger.</li> <li>• More people moved to the cities to look for work.</li> <li>• Most children in the <b>Victorian Era</b> did not go to school. Instead, they went to work to help support their families financially because most people very poor.</li> </ul> <p><b>Skills from Progression Document</b></p> <ul style="list-style-type: none"> <li>• I can begin to date events.</li> <li>• I can sequence events using dates and period labels.</li> </ul>	<p><b>Essential:</b></p> <p>Victorian period - the time when Queen Victoria ruled Britain (1837-1901).</p> <p>Timeline - a way to show events in the order they happened.</p> <p>Workhouse - a place where very poor people lived and had to work in return for food and shelter.</p> <p>Politician - a person involved in government who helps make decisions and laws.</p> <p>Orphanage - a home where children who have no parents live.</p> <p>Child labour - when children had to work instead of going to school.</p>

• H2.5: Significance and interpretations - ask historically valid questions about cause and consequence (e.g. why reforms were needed, how individuals influenced social change).

• H2.7: Using sources as evidence - use historical sources such as photographs, census data, reports, and written accounts to reconstruct life for Victorian children and understand differing viewpoints.

- I can give a broad overview of the Victorian period.
- I can identify and describe people and events across the Victorian era.
- I can use century and decade vocabulary accurately.

### Lesson 2:

- Lord Shaftesbury was a **politician** and a **philanthropist** during the **Victorian Era**.
- He worked in the **government** and used his job to investigate the **working conditions** for people.
- He discovered that the **working conditions**, especially for children, were awful - long hours, dangers, little/no education, diseases, beatings.
- Common jobs for children were working down the coal mines, in factories or even as chimney sweeps. Children worked long hours for little pay, often in dangerous conditions.
- He wanted to bring in **reforms** (change) to improve the lives of children.
- Some of the acts that Lord Shaftesbury brought in were:  
The Factory **Act** in 1833 - children worked no more than ten hours a day.  
The Coal Mine **Act** in 1842 - no girls in the mines, only boys above the age of 9.

Coal mine - a place where people dug coal from the ground for fuel.

Factory - a building where goods were made, often using machines.

Chimney sweep - a person, often a child, who cleaned chimneys.

Conditions - the way people lived or worked, e.g. hard, dangerous, or poor.

Reform - changes made to make life fairer or better.

**Wider Vocabulary (Exposure / Enrichment) - Additional:**

Reform - changes made to make life fairer or better.

Law - rules made by the government that people must follow.

Campaign - organised efforts by people to bring about change.

### Skills from Progression Document

- I can identify Lord Shaftesbury and his actions.
- I can explain why his reforms were important.
- I can confidently explain the significance of reform.
- I can compare effects of change over time.

### Lesson 3:

- Many Victorian children worked in coal **mines**.
- The country needed lots of coal because of the **Industrial Revolution**, so many children found work in the **mines**.
- Some of the jobs in the **mines** were:
  - Drawers - pulling the carts of coal
  - Pulleys - lifting coal and people in and out of the shaft
  - Trappers - opening and closing the trap doors to let fresh air in
- Some of the **working conditions** in the **mines** for the children were:
  - coldness - mines were cold and damp, especially deep underground.
  - loneliness - some children worked alone in the dark for long periods, opening and closing trap doors.
  - beatings - if children were slow or fell asleep, they could be hit or punished by overseers.
  - sores on their backs - crawling while pulling coal carts, often caused painful sores on their backs and bodies.
  - dangers - mines were very dangerous, with risks of rock falls, explosions, flooding and collapsing tunnels.
  - lung diseases - breathing in coal dust could damage their lungs and

Philanthropist - a person who helps others, often by giving money or time.

Social change - how society changes over time, especially how people live and are treated.

cause illness.

no protective equipment or clothes - children had no helmets, masks, gloves or proper protective clothing.

long hours - children often worked 10-12 hours a day underground.

malnourished - many mining families were poor so children often did not get enough food to stay strong and healthy.

### Skills from Progression Document

- I can describe living conditions in coal mines.
- I can distinguish between different sources.
- I can explain impacts on children's lives.
- I can evaluate usefulness and reliability of sources.
- I can explain why viewpoints differ.

### Lesson 4:

- Many Victorian children worked in **textile factories**.
- There were many factories during the **Industrial Revolution** making fabrics and using cotton.
- Some of the jobs in the **textile factories** were:
  - Scavenger - Crawled under machines to collect loose cotton
  - Piecer - Repaired broken threads on the spinning machine
  - Tenter - Looked after the spinning machine and fed cotton into it

- Some of the **working conditions** in the **textile factories** for the children were:
  - very long working hours - children often worked 12-14 hours a day, sometimes from 5 or 6 in the morning until evening.
  - loud, constant noise - the machines were extremely noisy, so workers had to shout to hear each other.
  - hot and stuffy rooms - mills were kept hot and humid to stop cotton threads from breaking.
  - lung diseases/dusty air - tiny pieces of cotton floated in the air, which workers breathed in all day.
  - dangerous machinery - machines had moving parts with no safety guards, so workers could easily be injured.
  - little time for breaks - workers had very short breaks for food, sometimes only a few minutes.
  - beatings - overseers watched the workers and children could be punished or fined if they were slow or made mistakes.
  - standing all day - many workers had to stand for hours without sitting down, which was exhausting.

#### **Skills from Progression Document**

- I can describe living conditions in textile factories.
- I can distinguish between different sources.
- I can explain impacts on children's lives.
- I can evaluate usefulness and reliability of sources.
- I can explain why viewpoints differ.

## Lesson 5:

- Many Victorian children were **orphans**.
- Many Victorian families and **orphans** were sent to work and live in **workhouses**.
- A **workhouse** was a huge building built for very poor people to live and work, often with no escape.
- Many poor people went to the workhouse. They were poor for a number of reasons: ill health, old age, single mothers, orphaned children or just because they couldn't find work.
- Able-bodied, unemployed people had no choice but to enter a **workhouse**. The alternative was prison!
- The activities in a typical day in the **workhouse** for a child:
  - washing - children had to wash and get ready early in the morning.
  - prayers - the day usually started and ended with prayers.
  - mealtimes - children ate simple meals at set times, often porridge, bread or soup.
  - school lessons - many children attended basic schooling, learning reading, writing and arithmetic.
  - exercise - some time outside or simple physical exercise was sometimes allowed.
  - work - children were expected to work during the day, doing jobs such as cleaning, laundry or picking oakum (unpicking old rope).

- The **working conditions** in the **workhouse** for a child:
  - separated from family - children were usually separated from their parents and siblings when they entered the workhouse.
  - strict rules and harsh punishments - the workhouse had very strict rules and children could be punished if they broke them.
  - beatings or physical punishment - some children were hit or beaten by staff.
  - illness and poor health - workhouses could be crowded and unhealthy so illnesses spread easily.
  - very little food - meals were plain and small so children were often still hungry.
  - some children tried to steal food - because they were hungry, some children tried to steal extra food and were punished if caught.
  - no play or fun activities - life in the workhouse was strict and serious with very little time for play.

#### **Skills from Progression Document**

- I can describe living conditions in workhouses.
- I can distinguish between different sources.
- I can explain impacts on children's lives.
- I can evaluate usefulness and reliability of sources.
- I can explain why viewpoints differ.

## Lesson 6:

- Dr Thomas Barnardo was born in Dublin and moved to London to train to become a doctor during the **Victorian Era**.
- He realised that many children (especially **orphans**) needed help. He knew that if children could get an education, they could get a better job and find a way out of **poverty**.
- He set up a **ragged school** to give any child a free basic education. They were called ragged schools because many of the children that used them were dressed in rags!
- One of the boys at the school, Jim Jarvis, showed Dr Barnardo the hardship being faced by children around London, where children went to sleep on roofs.
- What Dr Barnardo saw affected him so deeply, he gave up on his medical training to focus all his energy on helping children living in **poverty**.
- He set up a children's home to give **orphaned** children a home.
- Dr Barnardo turned away a boy one night, telling him the home was full. The next day, the boy was found dead - frozen in the cold.
- Dr Barnardo promised to never turn a child away again.
- Dr Barnardo's **legacy** continues to this day, as Barnardo's charity still helps children who need it today.

### Skills from Progression Document

- I can identify Dr Barnardo and his actions.
- I can explain why his reforms were important.
- I can confidently explain the significance of reform.
- I can compare effects of change over time.

### Lesson 7:

Dedicate to hot-seating assessments.

- I know that the Victorian Era lasted from **1837 to 1901**.
- I know that Queen Victoria was the monarch during this time.
- I know that the **Industrial Revolution** caused major changes, including new machines, factories, and growing cities.
- I know that many people moved to **cities for work**.
- I know that many children **did not go to school** and instead worked to support their families.
- I know that many children worked in **factories, coal mines, and as chimney sweeps**.
- I know that children worked **long hours for little pay in dangerous conditions**.
- I know that working conditions included **injuries, illness, exhaustion, and punishment**.
- I know that in coal mines, children worked in roles such as **trappers, drawers, and pulley workers**.
- I know that mines were **dark, cold, and dangerous**, and could cause lung disease.

- I know that in textile factories, children worked as **scavengers, piecers, and tenters**.
- I know that factories were **hot, noisy, and unsafe**, with long working hours.
- I know that many poor children lived in **workhouses**, which had **strict rules and harsh conditions**.
- I know that families were often **separated**, and children had **little food and hard work**.
- I know that Lord Shaftesbury worked to improve conditions for children.
- I know that he helped introduce laws like the **Factory Act (1833)** and **Coal Mine Act (1842)**.
- I know that these reforms helped make **work safer and fairer for children**.
- I know that Thomas Barnardo helped poor and orphaned children.
- I know that he set up **ragged schools** and **children's homes**.
- I know that he promised **never to turn a child away**.
- I know that his charity, Barnardo's, still helps children today.
- I know that life for many Victorian children was **hard, unfair, and dangerous**, but reforms helped improve it over time.

**Skills/Enquiry:**

**Chronological understanding and sequencing the past:** Sequence events across different periods and recognise connections between them.

**How world history has changed and developed:** Describe key aspects of life in a historical period (homes, jobs, beliefs)/Explain how societies changed over time and how people lived differently.

<p><b>Cause and effect:</b> Identify causes and consequences of events in the past/Explain how events led to changes in people's lives or societies.</p> <p><b>Historical enquiry:</b> Use different sources to investigate historical questions.</p>	
<p><b>Knowledge Retrieval:</b></p> <p>Quiz Basket (based on above), each lesson.</p> <p><b>End-point Assessment:</b></p> <p>Hot-seating based on either Lord Shaftesbury or Dr Barnardo (why do we remember them?)</p>	