



Ruthless Romans

Year 5 Topic – Spring term

What does History look like in Year 5?

Spring – Ruthless Romans



Our second topic for Year 5 is Ruthless Romans – **The Roman Empire and its impact on Britain**. This continues our school mission of teaching History across KS2 in chronological order. This enables children to develop an understanding of how different time periods fit together and where everything fits on a timeline.

Children start their learning on this topic with an **enriching experience**, children take part in a VR workshop to experience life in a Roman town. They then look at life in Britain before the Romans came in order to help them understand the changes that happened during Roman rule. Next they look briefly at the Roman Empire and the way it was expanding across Europe before looking at the Roman Invasion; both the failed attempt by Julius Caesar and the later, successful invasion by Claudius. Children move onto to the development of roads across Britain and how important this was to the movement of the Roman Army around the country.

Next children learn about an important event during Roman rule, the Iceni rebellion and the achievements of Queen Boudicca. Children move onto learning about trade, government and law within Roman society, this will enable children to compare to their earlier work on the Ancient Greeks and it also links directly to our British Values that run through all areas of the curriculum.

Next children look at life in and around Roman towns to enable them to gain an understanding of life for the average Roman and some of the achievements that have formed a lasting legacy of the Romans in this country. Children complete this unit of work by looking at the withdrawal of the Romans from Great Britain, developing an understanding of why and how it happened. At the end of the unit, children return to the key question of **What did the Romans Ever Do For Us?** and complete an extended piece of writing to answer the question in their own words. Key learning in the unit is demonstrated through the use of a quiz at the beginning and end of the unit, looking at the key facts we want children to take with them in their long term memory.





In Year 5 pupils are taught

About the achievements of Ancient Greece and the Roman Empire with particular emphasis on our golden threads of trade, travel/migration and government

To compare different sources available to study different periods of time.

To use dates to order different events on a timeline

To make comparisons between aspects of periods of history and the present day and give some reasons for some important historical events

To evaluate the usefulness of a variety of sources

To present findings and communicate knowledge and understanding in different ways

Children took part in a VR session to experience life in Roman Britain



Tuesday 23rd January 2025
LO: to understand the Roman Invasion of Great Britain

Julia Caesar 55 BCE



On his first ~~at~~ attempt he sent 20,000 soldiers on ships and it was stormy the retreat and lost.

Julia Cesar 55 BCE



On his second attempt he sent 50,000 soldiers and some tribes were

claudius AD 43



This time claudius went and won

second attempt he sent 50,000 soldiers and march and some down and left.



Monday 19th February 2024

To understand the importance of trade in the Roman Empire.



Trade was important because they sell and buy different things like wine, salt, papyrus with gold, silver and copper coins.

Task 1: Use your map to find which part of the Empire these goods came from. Write the answer in your book.

- a) Grain b) Wild animals c) Hemp d) Soap e) Timber

Task 2: Why was trade important to the Roman Empire? In your opinion, did they do this well?

Write the answer in your book.

Challenge: Use your map to find which part of the Empire these items came from.

- e) Fish f) Textiles g) Pottery h) Honey i) Spices j) Tin

1a. grain → Spain 1b. wild animal → Egypt

1c. Hemp = Black sea area of turkey

1d. Soap = Germany 1e. Timber = Black sea area of turkey

2. It was important because the soldier's needed supplies.



A few of the carefully selected texts we use to support our historical learning in reading and writing lessons

