Invasion!

	Inva	SION	
Main Subject Focus History Key Concepts Taught Cause and Consequence Knowledge Pupils will learn about: Romans: The Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55- 54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	 410 and the fal Empire Scots invasions Britain (now Sc Anglo-Saxon in kingdoms: plac Anglo-Saxon ar 	 ill develop understanding t and its impact upon baden their knowledge of historical impact. Britain's settlement by This could include: awal from Britain in c. AD Il of the western Roman from Ireland to north totland) vasions, settlements and e names and village life t and culture ersion – Canterbury, Iona 	 Links to prior and wider learning This unit will build upon children's prior knowledg and link to further study of early civilisations in KS Archaeological Adventures, Olympia, The Ancient World This unit will link to geography- broadening knowledge of European countries. Phineas Fogg, Expedition Europe The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
By the end of this unit, pupils will learn: Reasons for invasion Daily Life in each period Beliefs and religion in each period Compare life in each period – What would What effect has each period had on moder Year 3 Uses timelines to place events in order. Understands timeline can be divided into BC and A Uses words and phrases: century, decade. 	n Britain?	 Uses words and phrases Divides recent history in 19th and 20th centuries. 	of significant events from past on a timeline. : century, decade, BC, AD, after, before, during. to present, using 21st century, and the past using nderstanding by describing features of past societies
 Uses evidence to describe past: houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes, things of importance to people, differences between lives of rich and poor Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline. Looks at 2 versions of same event and identifies differences in the accounts. Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions. 		 and periods. Identifies some ideas, be children from the past. Gives reasons why chan, their uses, things of impormay have occurred during. Describes how some of field of the second s	eliefs, attitudes and experiences of men, women and ges in houses, culture, leisure, clothes, buildings and tance to people, ways of life, beliefs and attitudes
 Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes. 		ICT, drama and drawing sl • Uses dates and terms cc • Discusses most appropri for an audience.	
Wider curriculum links:			

British Values- Democracy- different types of rule- Roman Empire