



Big Question

AoLE: Humanities	Subject: History	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
What did the Romans ever do for me?	Pupils will learn about the Roman Empire and the legacy that it has left in Britain and the rest of the Roman Empire. Pupils will discover Roman inventions and their significance on modern culture. Pupils will also explore Roman religion and understand the role religion played on Roman life. Pupils will also analyse the effectiveness of the Roman army using contemporary and secondary sources to come to a reasoned judgement on why the Roman army was the best in the ancient world.	Geographical map skills. Understanding of historical sources. Chronology.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence.</p> <p>I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.</p> <p>I can explain, using a range of evidence, why people have different interpretations and that interpretations are influenced by the availability, validity and credibility of evidence, identity, experiences, viewpoints and beliefs.</p>	<p>Evaluate the factors that made the Roman army successful and make a judgement on which factor was the most important.</p> <p>Analyse a contemporary and secondary source on the Roman army.</p> <p>Create a Roman God.</p> <p>Analyse a contemporary source on why the Romans invaded Britain.</p> <p>Assess the legacy of the Roman Empire in Britain.</p> <p>Evaluate the short and long-term effects of the Roman Empire.</p> <p>Calculate the final budget of your Roman town.</p>
Advancing	<p>'I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements.</p> <p>I can explain and compare how communities have been shaped by the past and I can explain how a range of factors contribute to this.</p> <p>I can use my knowledge and understanding to analyse and explain how different communities and societies have changed over time.</p>	<p>Explain why the empire was important to the Romans.</p> <p>Explain why the Roman army was successful.</p> <p>Compare a Roman Soldier to a Barbarian.</p> <p>Explain why the Romans invaded Britain.</p> <p>Compare and contrast Roman entertainment to modern day.</p> <p>Design a Roman town and keep within a budget.</p>
Securing	<p>I can describe and explain similarities and differences between people's lives both in the past and present.</p> <p>I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.</p> <p>I can describe the different ways that countries and societies, including Wales, have</p>	<p>Describe the key features of a Roman soldier.</p> <p>Describe the key features of a Barbarian soldier.</p> <p>Describe the features of different Roman Gods.</p> <p>Describe the life of a gladiator.</p> <p>Infer why the Romans invaded Britain.</p> <p>Explain the use of different features of a Roman Town.</p>



	<p>been governed in the past and present.</p> <p>I can use evidence to explain how aspects of the past have been represented and interpreted in different ways.</p> <p>'I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.</p>	
Beginning	<p>I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.</p> <p>I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.</p> <p>I can recognise the difference between facts and beliefs.</p> <p>I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</p> <p>I can collect and record information and data from given sources</p>	<p>Recall and list key facts about the Roman Empire.</p> <p>Define what 'empire' means.</p> <p>Identify key features of the Roman Army.</p> <p>Identify the different Roman Gods and Goddesses.</p> <p>Identify different Roman inventions.</p> <p>Define short-term and long-term.</p> <p>Identify the key features of a Roman town.</p> <p>Identify the key features of a source.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Authentic learning experiences: School trip to Park in the past to explore the life of a Roman soldier in a recreation of a Roman fort. Pupils use minecraft to create the Roman town that they have designed.</p> <p>Local Links: Links to the Roman town of Chester. Pupils look at key features such as the wall and amphitheatre.</p> <p>School trip to Park in the past to explore the life of a Roman soldier in a recreation of a Roman fort.</p> <p>National links: Use of contemporary sources to infer and explain why Britain was invaded by the Romans.</p> <p>International links: Use of maps to look at the scale of the Roman empire and how the empire enabled the Romans to trade and use resources from around Europe, Asia and Africa.</p>	<p>Literacy: Describe and explain using connectives to structure reasoning. Read interpretations and infer the interpretation accordingly. Focus on the command word of describe. Extended writing formalising sentences and structuring paragraphs. Pupils use connectives to explain their reasoning. Summarise information. Read statements and create an argument. Use oracy skills to present an argument.</p> <p>Numeracy: Creating a Roman town with different features. Pupils need to stay within a budget and use numeracy skills to calculate the cost of the town. Pupils tell the time of clocks using Roman Numerals. Chronology.</p> <p>DCF: Pupils use minecraft to create the Roman town that they have designed.</p>



Assessment (How will we know that students have learnt what we taught them?)

Formative Assessment:

Evaluate the factors that made the Roman army successful and make a judgement on which factor was the most important.
 Analyse a contemporary and secondary source on the Roman army.
 Create a Roman God.
 Analyse a contemporary source on why the Romans invaded Britain.
 Assess the legacy of the Roman Empire in Britain.
 Evaluate the short and long-term effects of the Roman Empire.
 Calculate the final budget of your Roman town.

Explain why the empire was important to the Romans.
 Explain why the Roman army was successful.
 Compare and contrast a Roman Soldier to a Barbarian.
 Explain why the Romans invaded Britain.
 Compare Roman entertainment to modern day.
 Design a Roman town and keep within a budget.

Summative assessment:

AP 1 Baseline test

AP 2 To what extent (how much) do you agree with the interpretation (opinion) of source A?

Evaluation (to be completed 2024)

Strengths

Areas for Development

Pupil Voice

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