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| **How did the arrival of the Romans change Britain?**  **Objectives:**  **•**Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;  • Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43;  • Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans;  • Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision;  • Understand through explanation the difference between historical evidence and legends and folklore;  • Distinguish between historical evidence and legend and folklore in relation to the ‘historical’ figures of King Arthur or Robin Hood;  • Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;  • Identify and describe the main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122;  • Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built;  • Describe what a gladiator was and what occurred at gladiatorial games;  • Explain who ianistae were and why they owned and trained gladiators in private schools;  • Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;  • Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints.  VOCABULARY: Rome; Roman Empire; emperor; Italy; invasion; motives; assemble; manufacture; weapons; armour; raw materials; lead; leather hides; wool; mine; slaves; galley; gladiators; amphitheatre; pacify; impose; rule of law; morality; civilisation; Boudicca; Celts; Iceni; tribe; primary evidence; sources; consequences; synonym; archaic words; taxes; protect; will; plundered; chieftain; deprived; revenge; pleads; battlefield; ablaze; ransacked; temple; protection; looted; governor; rebels; Druid; outnumbered; professional; hacking; panic; retreat; trapped; wagon; legionnaires; legend; stature; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; Latin; commander; translation; fibula; rank; status; garments; toga; cloak; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; control; Picts; Caledonia; Scotland; challenge; fierce; warrior; experienced; regrouped; confronting; tactics; glen; ambush; coast; barbarians; cultured; layout; ruin; statue; subsequently; unearthed; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; regular; grid; pattern; right angle; mural; mosaic; senator; nobleman; consul; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher. | **Who were the Anglo-Saxons and how do we know what was important to them?**  **Objectives:**  • Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever;  • Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed;  • Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns;  • Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan;  • Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been;  • Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country’s conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen;  • Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out;  • Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.  VOCABULARY: Primary/ secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; settlement; thatched; reeds; decayed; disrepair; ruins; plundered; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frija; feast; Augustine; overseas; Kent; Pope; Roman Catholic; slave; convert; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; bowl; stacked; Mediterranean; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; trade; reconstruction; place name. | **What did the Vikings want and how did Alfred help to stop them getting it?**  **Objectives**  • Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as ‘the Vikings’;  • Describe why ‘Vikings’ is not, in fact, the correct name for these people and explain who the attackers really were;  • Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread;  • Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain;  • Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment;  • Identify and describe the distribution of those areas of Britain settled by Viking Norsemen;  • Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed;  • Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;  • Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably ‘great’ and justify their decision;  • Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.  VOCABULARY: Inhabited; terror suffered; pagan; race; inroad; blood spattered; despoiled; ornaments; venerable; prey; distress; suffering; grief; heathens; compass; trampled; temple; longships; uprooted; rugged; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; culture; invasion; homeland; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; iconic; symbol; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; flexible; voyage; river; shallow; obstacles; waterfall; shelter; reverse; enemy; entangled; overhanging; headway; settlement; location; landscape; climate; average; mean; range; temperate; precipitation; farmers; %; mountainous; restricted; barren; fertile; occupy; counties; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; ballad; generation; notorious; associated; standards; thence; shield-wall; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; fulfilled; fortified; burhs; defences; moat; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; Standing Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; inscription; Normans; Channel; legacy. |