



The Saint's Academies

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

Why do we Remember People? Lord Shaftsbury 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

What Have we Learnt from The Past?

<u>Spring Term LKS2</u>	<u>Key Knowledge - Bold is on knowledge mat</u>	<u>Key Vocabulary</u>
<p>NC Objectives</p> <p>Pupils should be taught about:</p> <p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Key Roman dates: 25th August, 55 BC: Caesar sails from Gaul, heading to Britain 26th August, 55 BC: Caesar and the Romans land on British shores Summer, 54BC: Second invasion of Britain by Caesar 26th September, 54 BC Caesar leaves Britain AD 43: The Romans successfully invade and conquer Britain AD 60 Boudicca revolts AD 122: Hadrian arrives in Britain and starts to plan the building of Hadrian's wall. Know what invade and settle mean. Know that angered by the support that the Britons had given the Gauls against the mighty Roman army, Roman general, Julius Caesar, decided to invade Britain to teach its inhabitants a lesson. Know that Julius Caesar was also interested in the silver, gold and tin mines. Know that his first invasion in 55 BC was not a success, due to the poor weather and the fierceness of the Celtic warriors. Know that Caesar returned a year later in 54BC with a much bigger army, beating the British chieftan Cassivellaunus and putting the south-east of Britain under Roman control. However, it was a short stay as he soon had to return to Gaul to deal with more uprisings, he took his Roman army back with him. Know that at the time of the invasion of Britain in AD 43, the Roman army was the most efficient, disciplined and effective army the ancient world had seen. Know that there were two main types of soldiers: legionaries (Roman Citizens) and auxiliaries (from conquered lands or border territories). Know the different types of weapons and formations used by Roman soldiers. Know what life was like for Roman soldiers. Know that in AD 43 Claudius sent an army of 40,000 troops to Britain. Know that upon seeing the strength of the Roman army, many tribes made peace with the Roman army. Know that Britain was now under Roman control and would be for the next 365 years. Know that years later emperor Hadrian visited Britain and due to the skirmishes with tribes from the north (the Picts), ordered a wall to be built to keep them out, This was Hadrian's Wall. 	<p>Gauls - French natives from Gaul</p> <p>Centurion - A commander of a group of 80 - 100 Roman soldiers</p> <p>Legionary - A soldier who was born a Roman citizen.</p> <p>Emperor - The Roman emperor was the ruler of the Roman Empire during the imperial period.</p> <p>Aqueduct - A large system for carrying water from one place to another is called an aqueduct.</p> <p>Londinium - This was the Roman name for London.</p> <p>Invade - To enter a place or land with the intention of occupying it (taking over rule).</p> <p>Settle - To establish a place to live or to make a place a home.</p> <p>Rome - Rome is the capital city and a special commune of Italy. - where Roman civilisation was founded (begun) in the 8th century BC.</p> <p>Roman baths - A number of complex rooms designed for bathing, relaxing and socialising, as used in ancient Rome.</p> <p>Boudicca - A queen of the British Celtic Iceni tribe who led an uprising against the</p>

<p>example, Boudicca</p>	<ul style="list-style-type: none"> • Know about the Roman legacy and how the lives of the British people changed as a result of the Romans coming. <p>Re-visit question - What have we learnt from the past? - Roman legacy</p> <ul style="list-style-type: none"> • I know that Julius Caesar was in charge of the first invasion in 55BC • I know and can identify features of a Celtic warrior. • I know why the Romans invaded Britain • I can talk about if the invasion was a success or not. • I understand the importance of discipline in the Roman army. • I know and can name different types of soldiers. • I can identify some of the weapons used by the Roman army. • I can explain how the Roman army was such an effective fighting force. • I know when Claudius invaded Britain. • I can explain why Hadrian's wall was built. • I can explain what the Romans left behind. 	<p>occupying forces of the Roman Empire in AD 60 or 61.</p> <p>Hadrian's Wall- A defensive wall that stretched across the northern border.</p>
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Why do we Remember People? Lord Shaftsbury and Dr Barnardo LKS2

	<u>Key Knowledge - Bold is on knowledge mat</u>	<u>Key Vocabulary</u>
<p>NC - History - KS2</p> <p>Pupils should be taught about:</p> <p>▯ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a</p>	<ul style="list-style-type: none"> • Know that the Victorian period started in 1837 and ended in 1901. • Put the Victorian period on a timeline and be able to discuss terms on the time line such as AD, BC and concurrent. • Add other periods and events I have studied to the timeline. • Know that most children in Victorian times did not go to school; instead they went to work to help support their families financially. • Know that 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. • Know about Lord Shaftsbury's role in the improvement of working conditions for poor children. • Know some of the Acts that Lord Shaftsbury brought in - E.g 1847 The ten hours act - no child should work more than ten hours a day. 	<p>Politician</p> <p>Reform</p> <p>Working conditions</p> <p>Victorian era</p> <p>Orphan</p> <p>Orphanage</p> <p>Philanthropist</p> <p>Mine</p> <p>Workhouse</p>

turning point in British history)

Non-statutory - A

significant turning point in British history.

- Know that a workhouse was a huge building built for very poor people to live and work.
- Know what conditions and a typical day were like in the workhouse.
- Know that Dr Thomas Barnardo felt that workhouses were the wrong places for children and so from 1867 onwards, he led the way in setting up proper children's homes.
- Know key facts from the lives of Shaftsbury and Barnardo - E.g.
- **Barnardo** - When he was sixteen years old, he decided he wanted to become a Protestant medical missionary in China. He moved to London in order to train to be a doctor. He studied at the London Hospital, but never actually completed the course to earn a doctorate. Although he is known as 'Doctor' Barnardo, he never actually qualified as a doctor. During his time in London, Thomas Barnardo became interested in the lives of the Victorian poor.
- **Shaftsbury** - Until his father's death in 1851, he was known as Lord Ashley. Lord Ashley didn't have a very happy childhood. He hardly saw his parents and he had an unpleasant time at the Manor House School in Chiswick. He did get on well with the housekeeper, Maria Mills. She used to tell him stories from the Bible to cheer him up when he was unhappy.
- Know the impact that Lord Shaftsbury and Dr Barnardo had on lots of peoples lives, including the work that Barnardo's still does today.