

Geography Knowledge

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics. – linked to Roman Empire
- Describe the characteristics of some of these geographical areas.

Geography Skills

- Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- Use a range of resources to identify the key physical and human features of a location.

School Values

Koinonia

The Roman Army worked as a team to expand their empire. The buildings and structures they built required them to work together. It is important for the children to see how the teamwork of a civilisation shaped the country we now live in.

Perseverance

It would have been a hard job and taken a lot of perseverance to succeed and carry out their roles as soldiers during this time. It is important for the children to understand the importance of perseverance in their lives to achieve what they want to achieve.

We Are Explorers

Provocation - Poem - Sycamore Gap by Zoe Mitchell

This poem shows a conversation between Hadrian's Wall and Sycamore Gap tree. The children can ask questions about both and their relationship.

History Knowledge

- Use evidence to describe what was important to people from the past.
- Use evidence to show how the lives of rich and poor people from the past differed.
- Describe similarities and differences between people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Order significant events and dates on a timeline.

History Skills

- Describe similarities and differences between people, events and artefacts studied.
- Ask questions and find answers about the past.
- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.
- Use evidence to describe what was important to people from the past.
- Use evidence to show how the lives of rich and poor people from the past differed.
- Look at different versions of the same event in history and identify differences.
- Know that people in the past represent events or ideas in a way that persuades others.

Provocation Poem - Sycamore Gap

You're history, said the tree to the wall;
the last crumbling remains of empire.

You are the invader, replied the wall.

I am the conqueror, said the tree to the wall;
sending platoons of seeds across my territory.

I stand alone, replied the wall.

I chose this valley, said the tree to the wall;
stretching my roots under your scored foundations.

I belong here, replied the wall.

I am growing taller, said the tree to the wall;
you're a lonely stone sentry outstripped by a sapling.

I remain, replied the wall.

I am a survivor, said the tree to the wall;
I host the resurrection of each turning season.

I endure, replied the wall.

You're the one they blame, said the tree to the wall;
insensate barrier, stone-deaf to the rough bark of liberty.

You cannot know, replied the wall.

Sequence

- What is 'history' and how do we learn about it? Study of Archaeology.
- Where does the tree/wall stand? - Geographical location of the Wall. Map work linked to walk for tourists along the wall
- Which empire did the wall belong to? – Founding of Rome and the 3 ways of ruling Rome.
- What do the words 'invade' and 'conquer' mean? - Meaning of Invasion and Settlement.
- If the wall is part of the Roman Empire, how it become to be in England? Who invaded England? - Timeline of Invasion including Julius Caesar and Emperor Claudius and their Empire (geographical understanding of the Empire)
- Who was living where the wall is before the Romans invaded? Did the Celts put up a fight? - Celts and study of Boudicca (not linked to wall but an influential figure)
- Why was the Wall built and what was it built out of? What else did the Romans build? The Construction and Purpose of Hadrian's Wall. Construction of roads, mosaics and buildings. Link to Science – study of rocks.
- Who lived and worked on the wall? - The Role of the Roman Army and their lives – study of the forts nearby. Link to residential.
- What is the wall being blamed for? Are there positive consequences of the Roman Invasion? The legacy of Roman Britain – towns, religions, reading, counting, roads, mosaics, buildings.