

# The Edge of the Empire: Was Hadrian's Wall the Final Frontier?

## Key Knowledge

### Chronological Understanding

- use an increasing range of common words and phrases relating to a passing of time
- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.

### Knowledge and Understanding of Events, People and Changes in the Past

- find out about the everyday lives of people in time studied compared with our life today;
- explain how people and events in the past have influenced life today;
- identify key features, aspects and events of the time studied.

### Historical Interpretations

- find and analyse a range of evidence about the past and make comparisons between aspects of periods of history and the present day
- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
- start to understand the difference between primary and secondary evidence and the impact of this on reliability;
- begins to understand how our knowledge of the past is constructed from a range of sources and evaluate them (including accuracy).

### Historical Enquiry

- use a range of sources to find out about the past;
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- gather more detail from sources to build up a clearer picture of the past.

### Presenting, organising and communicating

- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- start to present ideas based on their own research about a studied period
- explain what I have learned in an organised and structured way, using appropriate terminology.

## Hook into a Book



## Activate Prior Knowledge

EY

- Making sense of their own life story and family's history
- Comment on images of familiar situations from the past
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

*Context: All about me, Dinosaurs, Space, Transport*

KS1

- Order dates from earliest to latest on simple timelines
- Know and recount episodes from stories and significant events in history;
- Observe and use pictures, photographs and artefacts to find out about the past.

*Context: Captain Cook, GfOL, Local History*

KS2

- Construction of the pyramids (Egypt) – similarities/difference
- Overlaps in time period with Ancient Egyptians and Romans.
- Using historical evidence and evaluating its reliability
- Links to Mayan topic (locational understanding), lasting influences from the Mayans
- Civilizations

*Context: Ancient Mayans, Ancient Egyptians.*

## Links to Future Learning

- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods
- Understand how our knowledge of the past is constructed from a range of sources and evaluate them (including accuracy/reliability);

*Context: Anglo – Saxons, Ancient Greece*

When did the Romans invade and why?

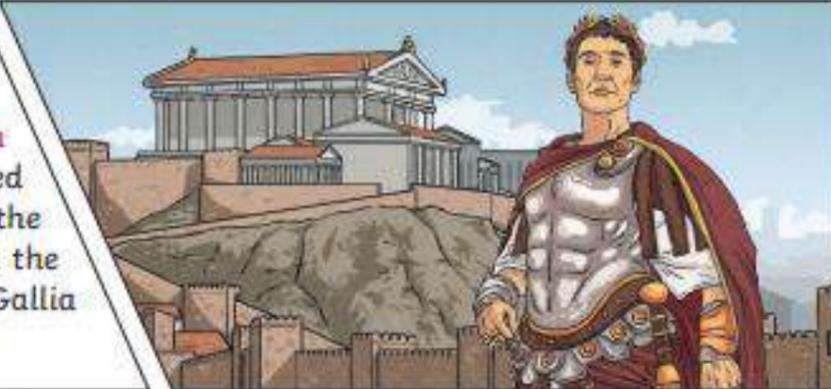
How did they influence the culture of the people already here?

Did the native Britains welcome or resist them and why?

Why did Hadrian build a wall in Northern Britain?

Key Vocabulary	
<b>Caledonia</b>	The name used in Roman times for Scotland.
<b>Celts</b>	People living in Britain.
<b>emperor</b>	The ruler of an empire.
<b>Iceni</b>	A tribe of <b>Celts</b> who lived in the east of Britain.
<b>legion</b>	A large section of the Roman army, made up of 5000 soldiers.
<b>Picts</b>	Tribes from <b>Caledonia</b> .
<b>Roman Empire</b>	The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa.

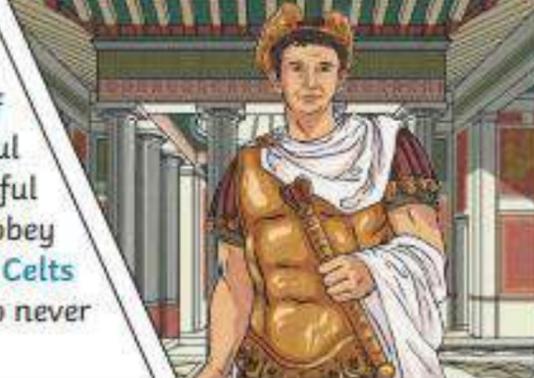
**55 BC: The First Raid**  
Julius Caesar wanted to extend his **Roman Empire** so he attempted to invade Britain but the **Celts** fought back and the Romans returned to Gallia (modern-day France).



**54 BC: The Second Raid**  
Julius Caesar tried to take over Britain again. This time, he took bigger and stronger **legions** and had some success. Some British tribes were forced to pay tributes (luxury items, such as gold, slaves or soldiers) in order to carry on living how they were.



**AD 43: Invasion**  
The new **emperor**, Claudius, was determined to make more of Britain part of his **Roman Empire** and started a successful invasion. Many **Celts** realised how powerful this Roman army was and agreed to obey Roman laws and pay taxes. Other tribes of **Celts** continued to fight against the Romans, who never gained full control of Britain.



**AD 60: Boudicca's Rebellion**  
The Romans decided that the **Iceni** tribe needed to start paying taxes but Queen Boudicca, the ruler of the tribe, refused to let this happen and formed an army to fight the Romans. Thousands of people died in these battles but the Romans eventually won.



**AD 122: Hadrian's Wall**  
The **Caledonian** tribes fought battles against the Romans who had tried to take their land. The Romans wanted a way to separate their land from the **Picts** so the Roman **emperor**, Hadrian, ordered a wall to be built to protect the Romans' land. The wall was 117km long with castles, guarded turrets, major forts, barracks, bathhouses and even hospitals.



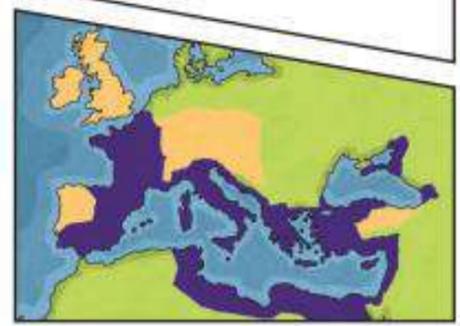
## Segedunum Fort



The fort is at the easternmost point of Hadrian's Wall. It was built to guard the eastern end of the Wall, and housed 600 Roman soldiers. It stood for almost 300 years as a symbol of Roman rule and to defend against barbarian attack.



Map showing the **Roman Empire** in 44 BC



Map showing the **Roman Empire** in AD 305

