



Unit Name	Local Study- The Romans in Norfolk- Venta Icenorum
National Curriculum links	<ul style="list-style-type: none"> • a local history study Examples (non-statutory) • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Prior knowledge (EYFS, Key Stage 1)	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. • Past and present
Upcoming knowledge (Key Stage 3)	<ul style="list-style-type: none"> • A local history study Examples (non-statutory) • a depth study linked to one of the British areas of study listed above • a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066) • a study of an aspect or site in local history dating from a period before 1066
INTENT (What will be taught)	
Substantive knowledge (Knowledge that...)	<p>Class 3:</p> <ul style="list-style-type: none"> • Venta Icenorum was the main Iceni settlement. • It was around after the Iceni and stayed as the main Norfolk town until this became Norwich. • Venta Icenorum is located near modern Caister st Edmunds. • Venta Icenorum had a typical market town layout including basilica (large hall) and workshops • Venta Icenorum was taken over by the Romans. • In Venta Icenorum, people took part in bathing and shopping <p>Class 4:</p> <ul style="list-style-type: none"> • Venta Icenorum was the main Iceni settlement. • Venta Icenorum is located near modern Caister st Edmunds.



	<ul style="list-style-type: none"> • Venta Icenii had a typical market town layout including basilica (large hall) and workshops • Venta Icenorum fell into Roman control following the death of Prasutagus (the husband of Boudicca). • After the Roman departure from Britain, Venta Icenorum was occupied by the Anglo-Saxons until it fell into disuse when Norwich became the main settlement. <p>Class 5:</p> <ul style="list-style-type: none"> • Venta Icenorum was the main Icenii settlement. • Venta Icenorum is located near modern Caister St Edmunds. • Venta Icenii had a typical market town layout including basilica (large hall) and workshops • Venta Icenorum fell into Roman control following the death of Prasutagus (the husband of Boudicca). • After the Roman departure from Britain, Venta Icenorum was occupied by the Anglo-Saxons until it fell into disuse when Norwich became the main settlement. • The archaeological remains have been used to inform our knowledge. • Venta Icenorum was discovered from Aerial photos taken in 1928 by the RAF.
Vocabulary	<p>Class 3</p> <ul style="list-style-type: none"> • BC, AD, BCE, CE, chronological order, era/period, source, first hand source, second hand source, change, Romans, Celts / Icenii, Basilica etc. <p>Class 4 (all above, plus)</p> <ul style="list-style-type: none"> • Invasion, conquer, archaeologist, The Saxons, Roman withdrawal, Archaeology, tribes, primary and secondary evidence <p>Class 5 (all of above plus)</p>



	<ul style="list-style-type: none">• Empire, impact, legacy, biased, reliable, cause, consequence
Disciplinary knowledge (Knowledge how...)	<p>Class 3</p> <ul style="list-style-type: none">• understand what a timeline is• understand that the past can be divided into time periods• Use evidence to describe the clothes, way of life and actions of people in the past• Know the difference between a primary and secondary source• Know what a historical question looks like and devise their own <p>Class 4</p> <ul style="list-style-type: none">• understand that a timeline can be divided into BC and AD/CE• place events in history approximately in the right place on the timeline• Use evidence to describe what was important to people from the past• Identify a primary and secondary source and say which is more reliable <p>Class 5</p> <ul style="list-style-type: none">• develop a timeline using an appropriate scale• place historical events and time periods accurately on a timeline• Give your own reasons why changes may have occurred, backed up by your evidence



	<ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past • Choose reliable sources of evidence to help them to answer historical questions
Common misconceptions (These will be specifically discussed and corrected)	<ul style="list-style-type: none"> • Chronological order confusion • Assuming people always lived how we do today • The changes were finite – no overlapping • Misunderstand of the effects of time- artefacts • That evidence can only be interpreted in one way
IMPLEMENTATION (How this will be taught)	
Pedagogy:	<p>At the start of the unit (Lesson 1):</p> <p>All children will receive a child-friendly version of this document to stick into their History & Geography books which will be discussed and explained at the beginning of each unit. The purpose of this is to ensure that they are clear:</p> <ul style="list-style-type: none"> - What substantive knowledge they will be learning. - What disciplinary knowledge they will be learning. - What vocabulary they will be learning. - What this learning is building on (how it links to previous learning). - What they will go on to learn in the future (how they will build on this learning), including which parts of the unit they will be focusing on depending on whether they are upper or lower key stage 2. <p>We will refer back to this at the beginning of each lesson and throughout the unit so children can see how their learning is progressing. This will replace a specific learning objectives and success criteria for each lesson as the children will be</p>



encouraged to see their learning as an interwoven, interdependent and spiralled process rather than as separate, linear lessons.

Children will complete a self-assessment of their current learning needs and the summative unit assessment to see where they are at the beginning of the unit (The results of which will be shared with the pupils to enable them to take ownership of their learning). (This will be supported where appropriate so that pupil's literacy skills are not a barrier to demonstrating their History and Geography knowledge).

This information will be used to level teaching correctly throughout the unit and to guide additional support.

Children will also have the opportunity to discuss any special interests relevant to the unit.

Where time allows, this lesson will finish with a suitable stimulus material for the unit such as a book or video clip, as well as beginning to think about 'Interesting Questions' that we might like to answer as we work through the unit.

Each subsequent lesson:

- **Vocabulary:** All lessons will begin with a fifteen-minute vocabulary section, involving writing and spelling, discussing and defining the vocabulary for this unit. It is the expectation that this vocabulary be learnt by the end of year 6, but as this unit will be taught twice within KS2, the more complex vocabulary will receive more focus in upper key stage 2.
- **Substantive knowledge:** Each lesson will then move onto a fifteen-minute discussion-based session, which will include a class discussion activity based on a question or visual stimulus such as from an online image or video. All pupils will be expected to contribute using teaching methods based on collaborative learning and methods such as cold questions.



- **Disciplinary knowledge:** The lesson will then move onto a ‘enquiry’ session of approximately forty-five minutes, looking at teaching the disciplinary knowledge in this unit based on the ‘I do, we do, you do’ principles to encourage pupils to be confident and independent scientists.
- **Recall and retention:** Following the principles of cognitive History and the definition of learning as *knowing more and remembering more*, each lesson will finish with a fifteen minute recall and retention activity. This may take the form of a low-stakes quiz (either computer- or paper-based), a mind-mapping or ‘drawing’ exercise, a story and discussion, or an internet-based activity.

IMPACT (How we will know if teaching has been successful)

Assessment:

- **Formative assessment:** questioning, discussion and observation will be used throughout teaching. Pupils will also be encouraged to identify ‘what a good one looks like’ prior to beginning a task.
- **Evidence:** evidence of learning will be in the form of work in their History exercise books, photographs and videos where appropriate. Vocabulary and recall and retention work will also be recorded in exercise books to allow pupils and teachers to monitor progress and give feedback of how to improve.
- **Feedback:** This will be mainly within lessons and verbal due to the nature of History and evidence that feedback is most useful when it is immediate. Pupils may be given written feedback such as next steps where appropriate and useful.



- **Summative assessment:** This will involve a written unit test (this will be supported where appropriate so that pupil’s literacy skills are not a barrier to demonstrating their History knowledge). This will be given at the end of the topic and may take the form of a 10 question quiz generated by teachers using an online system such as ‘Blooket’.

History levels will be based on all of this evidence. Information will also be passed to the class teacher for use in parents meetings and end of year reports.

- History levels will be based on all of this evidence and recorded in Pupil Asset. Information will also be passed to the class teacher for use in parents meetings and end of year reports. Working at expected level in Lower KS2 would indicate that a pupil has 40-60% of the required substantive and disciplinary knowledge. For Upper KS2, this would be 50-70%. See table below:

Level:	Lower Key Stage 2 (percentage of substantive and disciplinary knowledge acquired)	Lower Key Stage 2 (percentage of substantive and disciplinary knowledge acquired)
Well below	0-20%	0-30%
Below	21-40%	31-50%
Expected	41-60%	51-70%
Above	61-80%	71-90%
Well above	81-100%	91-100+%



