KNOWLEDGE ORGANISER

HISTORY YEAR 3

Why did the Romans invade and settle in Britain?

MY LEARNING JOURNEY

1	2	3	4	5	6
What was life like in ancient Rome?	Why did Romans invade and settle in Britain?	How did Britons respond?	Why was the Roman army successful?	What do artefacts tell us about soldiers?	What was the Roman legacy in Britain?

Previously, I learnt to…

- Place dates using BC and AD.
- Use artefacts to make deductions.
- Distinguish certainty from possibility.
- Compare change and continuity.

In this unit, I am learning…

- ❑ Explain what mattered to people in ancient Rome.
- ❑ Explain empire, invasion and settlement.
- ❑ Explain reasons for invasion and different British responses.
- ❑ Explain how training, equipment and organisation helped the army.
- ❑ Make deductions from soldiers' artefacts.
- ❑ Rank Roman legacies and justify my choices.

Looking ahead: In Years 4 and 5, I will learn…

- Explain change after Roman rule ended.
- Compare Anglo-Saxon and earlier settlements.
- Investigate Viking threats and settlement.

VOCABULARY

Word	Meaning
empire	A group of countries or territories under the control of a single ruler (often an emperor, monarch or government).
inference	Using the clues in sources to form an idea.
invasion	A military attack in which an army or country uses force to take over another country or area.
legacy	Past events or actions which have had a lasting impact.
primary source	An object or record created at the time of an event or period.
Romans	The people who lived in Ancient Rome and whose empire spread across Europe, the Middle East and North Africa.
secondary source	An account or explanation made using evidence about the past.
settlement	A community and the process of making a home in a new place.

Romans · Year 3

Roman Britain: key dates in chronological order (not to scale)

55–54 BC	AD 43	AD 60–61	AD 122	By AD 410
Caesar's expeditions	Claudius' invasion	Boudicca's rebellion	Hadrian's Wall begins	Roman rule ends

Rome and invasion

Rome had temples, baths, markets and rich and poor residents. Enslaved people had few freedoms. Romans sought Britain's resources, land and power. Claudius also wanted military success.



Different British responses

Some leaders cooperated with Rome; others resisted. Boudicca, queen of the Iceni, led a rebellion after Roman mistreatment. Her forces destroyed Roman towns before defeat in AD 60–61.



Army organisation

Training, discipline, equipment and teamwork helped Roman armies. Soldiers used formations such as the testudo, with overlapping shields. Equipment alone does not explain success.



Vindolanda: using evidence

At this fort near Hadrian's Wall, tablets and artefacts reveal daily life. Shoes, letters and equipment help us make deductions. Compare different finds before reaching a conclusion.



Frontier and withdrawal

Hadrian's Wall marked and controlled a northern frontier from AD 122. By about AD 410, Roman government in Britain had ended as imperial pressures grew.



Which legacy mattered most?

Roads, towns, building methods and parts of language outlasted Roman rule. Some ways of life changed again. Rank legacies by their lasting effects and explain why different people might choose differently.