

Cwmfelin Primary School Medium Term Planning

Term: Summer 1	Class: 2	AOLE Focus: Humanities
Inquiry: Celts v Romans!	Question: What was life like in Wales 2000 years ago?	
Rationale		
<p>This learning inquiry enables pupils to develop an early understanding of change over time by comparing aspects of past and present life, such as homes, food and daily routines. The inquiry emphasises hands-on, experiential learning through artefacts, role play and creative activities, supporting the development of oracy, curiosity and critical thinking. It also fosters a sense of cynefin by helping learners connect with the history of Wales. Through this process, pupils build foundational historical understanding while developing skills in communication, collaboration and creativity, contributing to the four purposes by encouraging them to become confident, engaged and inquisitive learners.</p>		
Knowledge (Knowledge that)	Skills (Knowledge how)	Experiences (Knowledge of)
I know...	I know how to...	I have ...
<ul style="list-style-type: none"> The Romans came to Britain, including Wales, about 2000 years ago. Before the Romans, Celts lived in Wales. The Romans were soldiers who wanted to take control of the land. The Celts lived in roundhouses made from wood, mud and thatch. Roman houses were often made from stone and bricks. Romans built roads that were straight and strong. Some Romans lived in forts and towns in Wales. People in the past ate foods such as bread, fruit, meat and vegetables. Romans used coins to buy things. The Celts and Romans wore different types of clothing. Roman soldiers wore armour and helmets. Life in the past could be hard, with lots of physical work. 	<ul style="list-style-type: none"> Ask simple questions about the past (e.g. <i>What was this? Who used it?</i>). Look closely at pictures, artefacts and objects to spot details. Compare life in the past with life today (then vs now). Share ideas, explain my thinking and listen to others. Learn about the past from artefacts, pictures and stories. Express my learning through drawing, labelling and simple sentences. Take on roles (e.g. Roman or Celt) to explore what life may have been like. Collaborate in group tasks, sharing ideas and taking turns. 	<ul style="list-style-type: none"> Handled and discussed objects (e.g. coins, pottery, helmets) to spark curiosity about the past. Taken on roles as Romans or Celts to act out daily life and understand different experiences. Observed images of Roman houses, soldiers and villages and talked about what they notice. Used construction materials to create homes from the past. Sorted pictures (e.g. food, clothes, homes) into “past” and “present” or Roman/Celt. Paint or draw scenes from Roman or Celtic life. Written about what they have learned (e.g. <i>“Romans built roads.”</i>).
<p>Cross-curricular opportunities:</p> <p>Literacy: A day in the life of a Roman/Celt soldier</p> <p>Numeracy: Times of a Roman’s day.</p> <p>DCF: Independent Green Screen – My Celtic/Roman day (literacy linked)</p> <p>BBB: Celt cooking v Roman cooking – Who had the best food?</p>	<p>Vocabulary:</p> <p>Past, present, old, Roman, Celt, soldier, army, roundhouse, fort, village, town, food, clothes, jobs, farmer, artefact, evidence, coin, road</p>	
	<p>Immersion activity:</p> <p>Workshop in St. Fagans Celtic Village focusing on life in Wales 2000 years ago.</p> <p>Showcase:</p> <p>Choreographed Celts v Romans ‘battle’ showcase outdoors.</p>	