

GREAT CIVILISATIONS

TOPIC: The Romans

TERM: Summer 1



OVERVIEW:

Children will learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. Other than History, children acquire and practise skills in Art, making Roman busts and mosaics, in D&T, building a chariot and an aqueduct, in English, debating opposition or collaboration, and Geography, understanding the location and extent of the empire.

Cultural Capital:

Know Roman Legends: Romulus and Remus

Books:

Wonder by R.J. Palacio (Main whole class text, 1 copy each)

Queen of Darkness – Tony Bradman
Romans Ruled by Paul Perro
Roman Myths – Geraldine McCaughrean

Key concepts: community & culture (architecture, civilisation, communication, economy, myth, nation, religion, settlement, trade), **conflict & disaster** - (conquest, liberation, occupation, military, surrender, treaty, war), **exploration & invention** (discovery, migration), **hierarchy & power** - (country, empire, government, law, monarchy, oppression, privilege, protection, slavery, tyranny), **cause & consequence, change & continuity, similarity & difference, evidence & interpretation** (source), **significance**

Knowledge:

Roman Britain

Timeline								
753 B.C.	264-146 B.C.	58-51 B.C.	54 B.C.	43	61	122	200	480-550
Rome was founded	Three Punic Wars between the Romans and Carthaginians	The Gallic Wars take place	Julius Caesar attempts to invade Britain	Invasion ordered by Claudius is successful	Ioerni revolt lead by Bouidica in Britain	Hadrian's Wall built to separate Scotland and England	Christianity introduced	Arrival of the Anglo-Saxons in Britain

Key Vocabulary	General Knowledge	Famous Figures
aqueduct Long stone waterways that delivered fresh water to cities, flowing into a holding tank (reservoir).	Roman Towns There were all laid out in the same way with straight streets shaped in a grid pattern, with buildings like a bath house, temple, aqueducts and an amphitheatre. They also had forums. Using a central heating system, the Romans would create public bathing areas using terracotta bricks.	Julius Caesar (100 B.C. – 44 B.C.) His defining moment was when he crossed the Rubicon, a river that bordered Rome, and led an army into Rome to take over the government. He won many battles but was only emperor for a year until he was killed by his political enemies on the Ides of March (15 th March). He invaded Britain twice but did not set up any forts.
basilica A type of church given special privileges by the pope. Also used for public meetings and a law court.	The Ioerni In 60, a rebellion started in the SE of England, led by Queen Bouidica, widow of Prasutagus, king of the Ioerni. The Ioerni, who felt betrayed by the new emperor, Nero, attacked Colchester, London and then St Albans, leaving between approx. 80,000 people dead. Paulinus led his army back to England and met Bouidica's Ioerni forces at the Battle of Watling Street. Despite being massively outnumbered, the superior battle skills of the Roman army won and the Ioerni forces were defeated allowing the Romans to take firm control of the southern areas of England.	Caesar Augustus (63 B.C. – 14) Seen as the first real Roman Emperor when he took power in 27 BC, he was Julius Caesar's adopted son. That's why 27 BC is seen as the true date of the start of the Roman Empire.
baths Using a central heating system, the Romans would create public bathing areas using terracotta bricks.	Colchester Was the Roman capital of Britain until it was destroyed under Bouidica's rebellion.	Claudius (10 B.C. – 54) Led to the successful invasion of Britain and was responsible for building lots of new roads and aqueducts throughout the Empire.
Colosseum A huge oval amphitheatre built in Rome holding approx. 60,000 people to watch gladiator battles. Controlled from Rome, the Empire included most of Europe, the Mediterranean and North Africa.	Empire A defensive wall separating Scotland and England with fort every 5 miles, stretching for 80 miles.	Constantine (272-337) The first Christian Emperor who tried to unite a split Empire.
Hadrian's Wall An armed combatant who entertained audiences in violent battles with gladiators, criminals and animals.	gladiator The Romans built the first roads in Britain (over 5000 of them) and were distinctly straight. Romans often wore large, white woolen pieces of fabric carefully draped over the body.	
roads The Romans built the first roads in Britain (over 5000 of them) and were distinctly straight. Romans often wore large, white woolen pieces of fabric carefully draped over the body.	toga d i d y o u k n o w ? Coins were used to trade but were also ways for the emperor to tell people about the great things they did or wanted people to think they did. Coins could be minted that showed pictures of them with their name or other words and symbols on it.	

Assessment:

Roman Britain

Mini-Quiz #1 Name: _____ Date: _____

- When did the Gallic wars take place?
 - a) 50-51 B.C.
 - b) 53-54 B.C.
 - c) 43-44 B.C.
- When did Queen Bouidica start a rebellion in SE England?
 - a) 50
 - b) 60
 - c) 70
- What is name given to the huge, oval amphitheatre in Rome?
 - a) Basilica
 - b) Colosseum
 - c) Hadrian's Wall
- Who crossed the Ribazon River into Rome with an army?
 - a) Julius Caesar
 - b) Caesar Augustus
 - c) Claudius
- White wooden pieces of fabric Romans wore were called what?
 - a) tithone
 - b) dress
 - c) togas
- Who was the first Christian Emperor who tried to unite a split Empire?
 - a) Claudius
 - b) Caesar Augustus
 - c) Constantine
- How many times did Julius Caesar invade Britain?
 - a) once
 - b) twice
 - c) three times
- When was Christianity introduced?
 - a) 200
 - b) 300
 - c) 400
- What name was given to the special church which was given special privileges by the Pope?
 - a) Basilica
 - b) Rome
 - c) Colosseum
- When was Hadrian's Wall built?
 - a) 122
 - b) 211
 - c) 221

Total Score
____ out of 10

Roman Britain

Mini-Quiz #2 Name: _____ Date: _____

- When was the Ioerni revolt?
 - a) 41
 - b) 51
 - c) 61
- What was the name given to the open space used for people to set up stalls and sell things?
 - a) market
 - b) squares
 - c) forums
- What name was given to the armed combatant entertaining audiences with violence?
 - a) emporos
 - b) gladiators
 - c) warriors
- Who was responsible for building new roads and aqueducts throughout the Empire?
 - a) Constantine
 - b) Claudius
 - c) Julius Caesar
- How was Julius Caesar killed?
 - a) murdered by enemies
 - b) died of old age
 - c) fell in with disease
- What battle allowed the Romans to control Britain?
 - a) Battle of Hastings
 - b) Battle of Watling
 - c) Battle of Britain
- Why did the Roman Empire end in Britain?
 - a) they settled under Queen rule
 - b) they were all killed in battle
 - c) soldiers were recruited elsewhere
- What was the Roman capital of Britain until it was destroyed under Bouidica's rebellion?
 - a) London
 - b) Colchester
 - c) Watling
- What did Hadrian's Wall separate?
 - a) Scotland and England
 - b) England and Wales
 - c) Scotland and Wales
- When were the three Punic Wars?
 - a) 464-346 B.C.
 - b) 364-246 B.C.
 - c) 264-146 B.C.

Total Score
____ out of 10

New vocab: absolute, authority, barter, corruption, dictator, engineering, ethnicity, pragmatism, republic, sacking, symbolism, treaty, capital, legend, king, representative, god, goddess, holy, temple, sacred, symbol, ember, charcoal, chariot, patrician, senator, citizen, republic, assembly, Senate, consul, dictator, Forum, conquer, peninsula, nation, formation, barrier province, governor, tax, border, civil war
barge, descendant, assassinate, toga, empire, foreigner, supplies, noble aqueduct, "religious ceremony," patron, emperor continent, mountain range, strait, kingdom, scroll, gravel, surface, valley, pillar, stake, arch, gladiator, marble, Colosseum, arena, chamber, ruin, pollution, preserve, volcano, Earth's crust, debris, archaeologist, trade, mosaic, amphitheatre, persecute, "religious belief", assignment, decline, corrupt, pillage, collapse practice, sack, Aqueduct, Basilica, baths, Colchester, Colosseum, Empire, Hadrian's Wall.

Knowledge:

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study with regard to the Roman Empire.

Focus 1:

How did ancient Rome become an empire?

Where is Rome?
How did the Roman Empire become so powerful?
What was the legend of Romulus and Remus?
How did the Ancient Rome become an Empire?

Focus 2:

What was life like in ancient Rome?

What was life like for Rome?
What were Roman buildings like?
What did the Romans do for entertainment?

FOCUS 3:

Who were some of the significant figures from the period?

Who was Julius Caesar?
Who was Cleopatra?
Who was Caesar Augustus?

FOCUS 4:

What was the place we now call Britain like before the Roman invasion, why did the Romans invade and how did the inhabitants of Britain react?

What was Britain like before the Romans?
How did the Romans conquer Britain?
Why did Boudicca lead a revolt against the Romans?
Where else did the Romans have difficulty in Britain?

FOCUS 5:

How did the Roman invasion change Britain?

How did the Romans change Britain?
What was it like in Roman Britain?
Why were roads so important to the Romans?
What legacy have the Romans left in Britain?

FOCUS 6:

What did the Romans believe?

Who were the Roman Gods and Goddesses?
How were Roman beliefs similar to those of the Ancient Greeks?
Why were the Romans important for the spread of Christianity?

FOCUS 7:

How and why did Roman rule in Britain end and what was its legacy?

Why did the Romans leave Britain?
What caused the decline of the Roman Empire?
What happened after the Roman Empire collapsed?
In what ways did life in Britain remain the same after the Roman invasion?

ART:

Ancient Rome – Life in Magor Villa

Discover how the Romans influenced life in Britain. Make and decorate a Roman lamp from clay using our collection of Roman pottery lamps for inspiration. Links with National Curriculum – ‘the Roman Empire and its impact on Britain and the legacy of Roman culture on later periods in British history, including the present day’.

Study Roman mosaics, understand why, when and how the Romans created these and their significance in Roman society. Using stick-printing techniques, create their mosaic pictures and display them.

- Understand the historical and cultural development of art forms.
- Explore ideas to improve mastery of art and design techniques.
- To investigate Roman clay lamps and mosaics, discovering where they have been found and what they depicted.
- Understand the role of archaeologists in uncovering remains and how the past can be pieced together.
- Develop their technique including their control and use of materials.
- Explore ideas to improve mastery of art and design techniques.
- Begin to evaluate and analyse their work.