



The Romans

Teacher Information



Timeline

753 BC	146 BC	45 BC	27 BC	0	43 AD - 410 AD	79 AD	80 AD	121 AD	410 AD
The city of Rome is founded by Romulus.	The Romans conquer the Greeks.	Julius Caesar becomes the first dictator of Rome.	The Roman Empire begins as Caesar Augustus becomes first Roman Emperor.	Jesus is born.	The Romans gradually invade and settle in Britain.	Vesuvius erupts and buries Pompeii under ash and debris.	The Colosseum is built.	Hadrian's Wall is built.	Romans leave Britain for good.










Vocabulary




army	An organized military force equipped for fighting on land.
Chronology	The arrangement of events or dates in the order of their occurrence.
Conquer	To gain or acquire something belonging to someone else by force.
Emperor	The ruler of an empire.
Empire	An extensive group of states or countries ruled by an emperor.
Invade	Enter a country or place by force.
Invasion	An instance of invading a country or region with an armed force.
Raid	A rapid surprise attack on an enemy by troops or other armed forces.
Settle	To make a permanent home somewhere.
Settlement	A colony or small community of people.
Slave	A person who is the legal property of another and is forced to obey them.
Trade	The action of buying and selling goods and services.



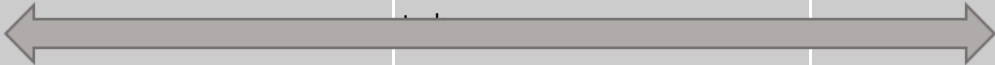
People and Places

Rome	A city founded in 753 BC in Italy.
Hadrian's Wall	A wall built in 121 AD by Emperor Hadrian to defend Roman Britain from Scotland.
Pompeii	An ancient city in western Italy that was buried by an eruption of Mount Vesuvius in 79 AD.
Julius Caesar 100 BC—44 BC	Julius Caesar was a Roman general and dictator who became dictator of Rome and put an end to the Roman republic.
Caesar Augustus 63 BC—14 AD	Caesar Augustus was the first Roman Emperor, playing an important role in establishing Rome as an empire.
Constantine the Great 272 AD—337 AD	Constantine the Great was the first Roman Emperor to convert to Christianity. He stopped the persecution of Christians in the Roman Empire.
Boudicca	Queen Boudicca of the British Celtic Iceni tribe led an uprising against the occupying forces of the Roman Empire in 60 AD.

National Curriculum	Key Enquiry Question	Key Substantive Concepts	Building On From
National Curriculum: The Roman Empire and its impact on Britain.	What did the Romans do for us?	Army, Battle, Conquer, Conquest, Ruler (Emperor), Empire , Invasion , Raid, Settlement , Slave , Trade .	Ancient Greek Unit of work. (Spring Term)

Enquiry Question	Key Knowledge	Historical Lens / Key Skills	Possible Sources	Key Vocabulary
Who were the Romans and when were they around?	<p>Understand when in history the Roman Empire was and where Rome is. Know what an empire is and how the Roman Empire began and ended.</p> <ul style="list-style-type: none"> Rome was founded in 753 BC Roman occupation in Britain between AD43 and AD420 AD476 Roman Empire declines 	<p>Chronology- Time and place, develop chronological understanding. Use a time-line.</p> <p>Historical significance— identify historically significant people and events from a period of history and what they did/what happened.</p> <p>Continuity and change— Can identify between and within periods:</p> <ul style="list-style-type: none"> Things that stayed the same Things that changed <p>Make links between events over time.</p> <div>     </div>	<p>A large timeline covering the chronological framework for KS2 history.</p> <p>Map of world/Italy. Maps of the Roman Empire over time.</p>	<p>BC and AD, decade, ancient, century.</p> <p>Invasion, settle, Celt, conquer, empire, emperor.</p>
How and why did the Romans invade Britain?	<p>Understand the meaning of invade and settle. Know the reasons why the Romans invaded Britain. Know about how the Roman army was organised.</p> <ul style="list-style-type: none"> The Romans made many attempts to invade Britain. Be able to explain about the spread of the Roman empire. 	<p>Chronology- Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Cause and consequence —Identify and give reasons for, results of, historical events.</p> <p>Historical significance— identify historically significant people and events .</p> <div>      </div>	<p>Maps.</p> <p>Non-fiction texts.</p> <p>Evidence Sources—To make deductions using evidence and pictorial sources.</p> <p>Photographs of 3 Roman artefacts.</p>	<p>Invasion, settle, empire, legion, century, raid, conquer.</p> <p>Army battle war</p> <p>Artefacts.</p> <p>Primary and secondary sources.</p>

Enquiry Question	Key Knowledge	Historical Lens / Key Skills	Possible Sources	Key Vocabulary
Why did the Romans introduce roads and how were they built?	<p>Understand how and why the Romans built roads in Britain.</p> <ul style="list-style-type: none"> The Romans built better roads for the following reasons: Troops could be quickly moved from one place to another, the emperor could send messages quicker, better links for trading, supplies could be sent to different areas of the country. 	<p>Historical significance— Begin to identify why what they did (or what happened) was important and how it changed things for people.</p> <div>   </div>	<p>Evidence Sources—Identify different sources that give information about the period they are studying.</p> <p>Map.</p> <p>Photographs of Roman road remains.</p> <p>Secondary sources: Non-fiction texts.</p>	<p>Artefacts.</p> <p>Primary and secondary sources.</p> <p>Troops</p> <p>Trade</p> <p>Emperor</p>
What were the Roman baths and what did Roman aqueducts do?	<ul style="list-style-type: none"> The Romans loved to keep clean, and the baths were a sociable experience (included gym/ massage/ entertainment etc). The Romans were well known for their innovative engineering and design- aqueducts (transporting water from one place to another). 	<p>Similarities and differences = Describe social and cultural changes in Britain.</p> <p>Use research to find similarities and differences between two periods of history.</p> <div>  </div>	<p>Secondary sources: Non-fiction texts. Videos. Internet.</p> <p>Photographs of artefacts.</p> <p>Replica artefacts (Roman Day) strigil</p>	<p>Slave</p> <p>Aqueduct</p>
How did the Romans influence our language and number systems?	<ul style="list-style-type: none"> The Romans brought writing to Northern Europe, and the Latin alphabet is still widely used today. The Romans introduced Roman Numerals which are still used today (clocks/ watches, Kings/ Queens, books/ page numbers) 	<p>Historical significance—Begin to identify why what they did (or what happened) was important and how it changed things for people.</p> <p>Continuity and change— Can identify between and within periods:</p> <ul style="list-style-type: none"> Things that stayed the same Things that changed <p>Historical evidence.</p> <p>Use research skills to find answers to specific historical questions.</p>	<p>Photographs of artefacts.</p> <p>Replica artefacts (Roman Day) wax tablet and stylus</p> <p>Secondary sources: Non-fiction texts. Videos. Internet.</p>	<p>Language</p> <p>Alphabet</p> <p>Latin</p> <p>Wax tablet , stylus</p> <p>Roman Numerals</p>

Enquiry Question	Key Knowledge	Historical Lens / Key Skills	Possible Sources	Key Vocabulary
Why are there lots of Roman place names in Britain?	<ul style="list-style-type: none"> The Ancient Romans conquered Britain in 43 AD, and they built many towns and cities across the lands that they had conquered. The Romans also built forts and villas, the ruins of which still exist today. Lots of the towns and cities that the Ancient Romans founded still exist today, and many have Roman place names. 	Continuity and change — Can identify between and within periods: <ul style="list-style-type: none"> Things that stayed the same Things that changed <div>   </div>	Maps. Photographs of Roman town ruins/remains.	Conquer Londinium Britannia Hadrian's Wall and the Antonine Wall Settlement
Return to overarching enquiry question: What did the Romans do for us?	End of unit—What do the children now know about what the Romans did for us?			

Possible Texts

Escape from Pompeii—Christina Balit

What the Romans did for us—Alison Hawes (non-fiction)

Possible Maths / English Links

Maths: Roman Numerals

Possible Enrichment

Partake—Roman Day: Visitors.