#### YEAR C

GREAT CIVILISATIONS
TOPIC: The Romans



#### **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:**

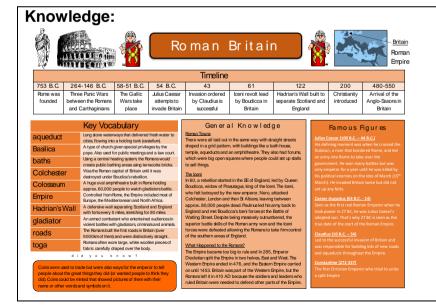
Know Roman Legends: Romulus and Remus

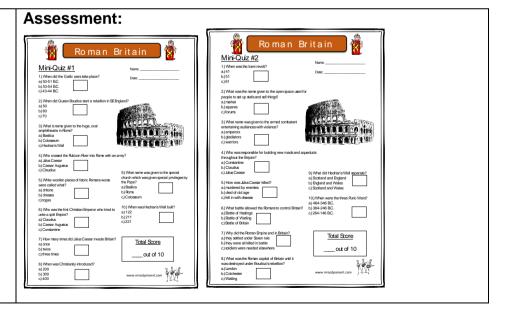
#### Books:

Emil and the Detectives (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





**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:

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 (mosaics).
- Explore ideas to improve mastery of art and design techniques (printing).
- To investigate Roman 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.
- To explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders.
- To explore and develop different border patterns to use for a large printed mosaic.
- Know the significance of mosaics in Roman art.
- Generate a repeating mosaic style pattern of coloured squares on a grid.
- Develop their technique (of printing) including their control and use of materials (printing block, roller and tray).
- Explore ideas to improve mastery of art and design techniques (printing).
- Begin to evaluate and analyse their work.

# Children explore some of the features of the Roman Army by looking at the differences between Roman & Greek busts. Teaching Outcomes:

- To investigate the development of Roman busts from Greek sculptures.
- Explore and discuss busts as an art form begun by the Greeks and developed by the Romans, looking particularly at facial expressions.
- Explain some of the key features of Roman busts.
- Explain why Romans wanted to have all of their 'flaws' on display.

- Relate the development of Roman busts to what we understand about the Roman army.
- Explore their ideas to improve their mastery of art and design techniques with clay and record their observations in sketch books to revisit.
- Have improved their understanding of how clay can be used and the different effects that can be created with clay.
- Appreciate that the style and expression of Roman busts reflects the power and position of the Roman army within Roman culture.