

GREAT CIVILISATIONS

TOPIC: The Romans

TERM: Autumn 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:

- 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**

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	loeni revolt lead by Bouiuccia in Britain	Hadrian's Wall built to separate Scotland and England	Christianity introduced	Arrival of the Anglo-Saxons in Britain

Key Vocabulary	
<b>aqueduct</b>	Long stone waterways that delivered fresh water to cities, flowing into a holding tank (reservoir).
<b>basilica</b>	A type of church given special privileges by the pope. Also used for public meetings and a law court.
<b>baths</b>	Using a central heating system, the Romans would create public bathing areas using terracotta bricks.
<b>Colchester</b>	Was the Roman capital of Britain until it was destroyed under Bouiuccia's rebellion.
<b>Colosseum</b>	A huge oval amphitheatre built in Rome holding approx. 60,000 people to watch gladiator battles.
<b>Empire</b>	Controlled from Rome, the Empire included most of Europe, the Mediterranean and North Africa.
<b>Hadrian's Wall</b>	A defensive wall separating Scotland and England with fort every 5 miles, stretching for 80 miles.
<b>gladiator</b>	An armed combatant who entertained audiences in violent battles with gladiators, criminals and animals.
<b>roads</b>	The Romans built the first roads in Britain (over 9000km of them) and were distinctly straight.
<b>toga</b>	Romans often wore large, white woolen pieces of fabric carefully draped over the body.

General Knowledge	
<b>Roman Towns</b>	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, which were big open squares where people could set up stalls to sell things.
<b>The loeni</b>	In 60, a rebellion started in the SE of England, led by Queen Bouiuccia, widow of Prasutagus, king of the loeni. The loeni, 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 Bouiuccia's loeni forces at the Battle of Watling Street. Despite being massively outnumbered, the superior battle skills of the Roman army won and the loeni forces were defeated allowing the Romans to take firm control of the southern areas of England.
<b>What Happened to the Romans?</b>	The Empire became too big to rule and in 285, Emperor Diocletian split the Empire in two halves, East and West. The Western Empire ended in 476, and the Eastern Empire carried on until 1453. Britain was part of the Western Empire, but the Romans left in 410 AD because the soldiers and leaders who ruled Britain were needed to defend other parts of the Empire.

Famous Figures	
<b>Julius Caesar (100 B.C. – 44 B.C.)</b>	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 <sup>th</sup> March). He invaded Britain twice but did not set up any forts.
<b>Caesar Augustus (63 B.C. – 14)</b>	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.
<b>Claudius (10 B.C. – 54)</b>	Led to the successful invasion of Britain and was responsible for building lots of new roads and aqueducts throughout the Empire.
<b>Constantine (272-337)</b>	The first Christian Emperor who tried to unite a split Empire.

Coin 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 Bouiuccia 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

**Total Score**  
\_\_\_\_ out of 10

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**Roman Britain**

**Mini-Quiz #2** Name: \_\_\_\_\_ Date: \_\_\_\_\_

- When was the loeni 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 Watling
  - b) 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 needed elsewhere
- What was the Roman capital of Britain until it was destroyed under Bouiuccia's rebellion?
  - a) London
  - b) Colchester
  - c) Watling

**Total Score**  
\_\_\_\_ out of 10

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**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.