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:

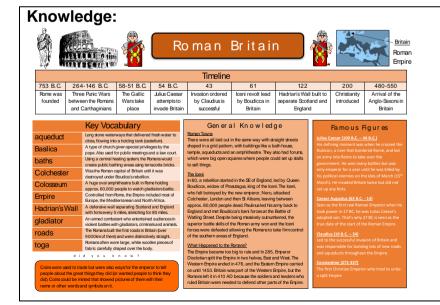
Know Roman Legends: Romulus and Remus

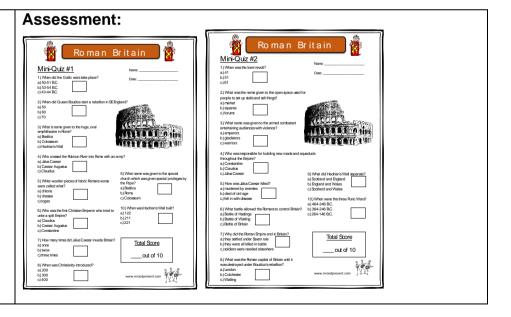
Books:

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





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.