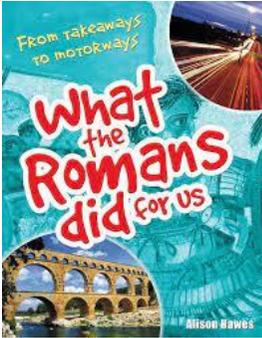
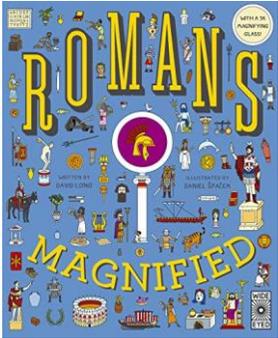


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|-----------------------------|---|---|--|--|
| Enquiry Question | <h1>What did the Romans do for us?</h1> | | | |
| NC Objectives | <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of the Roman Empire (Chronological understanding – Events, people and change) • Note connections, contrasts and trends over time (Historical enquiry) • Develop the appropriate use of historical terms (Chronological understanding) • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (historical enquiry) • Construct informed responses that involve thoughtful selection and organisation of relevant historical information (Organisation and communication) • Understand how our knowledge of the past is constructed from a range of sources (Historical enquiry) • Whole class discussion will take place (Organisation and communication) | | | |
| Curriculum Coherence | <p>Prior Knowledge Children have experienced the concept of invasion several times which will help them to understand the importance of the Roman army.</p> <ul style="list-style-type: none"> • Shang Dynasty • Bronze age and Iron age • Mayans • Ancient Greece • Vikings • Great Fire of London – Year 4 • Toys from the past – Year 4 | <p>Future Learning The knowledge and skills related to community, invasion and law will be translated to the next historical enquiry -</p> | <p>Substantive Concepts Chronology Empire Invasion Conflict Migration Ruler</p> | <p>Second Order Concepts Cause Change Impact – significance</p> |

| | | | | | |
|--|---|---|---------------------|--------------|---------------|
| | High Quality Texts | | Vocabulary | | |
| |  |  | Chronological order | Boudica | Army |
| | | | Timeline | Resistance | Building |
| | | | Conquer/conquest | Ruler | Julius Caesar |
| | | | Law | Dictatorship | Aqueduct |
| | | | Economy | Invasion | Amphitheatre |
| | | | Artefact | Rebellion | Soldier |
| | | | Roman | Baths | Vandals |
| | | | Rome | citizen | Ostrogoths |
| | | | | Empire | Visigoths |

| Chronology | 753 BC | 202 BC | AD 43 | AD 61 | AD 122 | AD 410 | AD 455 |
|------------|-----------------------------|---|------------------------------|------------------------------------|---------------------------------------|---------------------------------------|----------------------------|
| | The building of Rome begins | Rome conquers territories outside Italy | The Romans conquered Britain | Boudicca rebels against the Romans | The building of Hadrian's wall begins | Roman rule in Britain comes to an end | The Roman Empire collapses |

| | |
|---------------------------|---|
| Knowledge Sequence | Lesson 1 – What was the Roman Empire? WALT: know what the Roman Empire was |
| | <ul style="list-style-type: none"> • Discuss what an Empire is – ‘lots of countries or states all ruled by one person or state’. Link to the Roman Empire – largest empire of the ancient world incorporating Europe, Africa, Western Asia where Romans spread their culture. • Locate the Roman Empire on our own timeline. Find what we have already learnt about (Shang, Vikings, Ancient Greece) • Share high quality text front covers. What can be deemed from looking at the images? What would you like to know? What would you like to find out? What do we already know? • Look at the Empire map (p48 We are the Romans, p6 Romans Magnified) identifying the geographical area of the Empire. Examine Roman Empire timeline introducing next steps in the knowledge sequence. • Introduce the concept of the Roman community – Consuls (ruling over the people) Senate (advise the consuls) Plebeians (normal citizens) Freemen (former enslaved people) Enslaved people. • Who was in the charge? Senators governed Rome together until a senior army general seized control – Julius Caesar announced he was in charge in 46BC. After his death his son Augustus went on to become the first Emperor in 27BC, he stayed as leader for 40 years. Rome became a republic. |

Lesson 2 – How did they conquer Britain? **WALT: understand how and why Britain was invaded by the Romans**

- Explore the gaining strength of the Roman Army – the army took over new territories and made deals with nearby states. The Roman Empire sought other countries resources – Britain had gold, tin, iron (link learning to iron age) and cattle but most of all the glory of conquering Britain. However, there were two failed Roman invasions by Julius Caesar.
- AD 43 Claudius led the invasion to Britain. Why couldn't the Celtic army (Britain) stave off the Roman army? Explore similarities and differences between the armies – strengths of the Roman Army.
- Explore strengths of the Roman Navy (p12 Romans Magnified)
- Map the journey of the Roman invasion.

Lesson 3 – Who was Boudicca and why did she rebel? **WALT: know the role of Boudicca in the Roman invasion**

[Boudicca & the Roman Invasion | The Story of Britain | BBC Teach - YouTube](#)

[Horrible Histories - Boudicca \(youtube.com\)](#)

- Discuss the impact Boudicca had, if any at all. Link back to previous lesson on the weaknesses of the Celtic army.

Lesson 4 – How did the Romans change Britain? **WALT: understand the changes the Romans made to life in Britain**

- Roads were a vital part of Roman military strength – the army was in charge of planning and building them. Why were the roads so important? (Quick and easy moving of troops, trade, defence)
- Explore the importance of Hadrian's Wall – to help with the struggles in controlling the northern border. Why was Hadrian's wall built? <https://youtu.be/pmmfS4Z4Jig> Postcard from Hadrian's wall <https://youtu.be/Zhki4RhQulQ> (English Heritage)
- Use historical sources (artwork, artefacts) research other areas of Roman life in Britain - governance, plumbing - sewerage, taxes, Roman baths, the expertise they had in building and engineering – aqueducts.

Lesson 5 – Why did they leave? **WALT: know why the Romans left Britain**

- Why did the Empire collapse? The Empire became too big – there was not enough money to support the wide area of the Empire. Christianity became the official religion, it was originally banned as Christians refused to worship the Emperor as their God. No one therefore viewed the Emperor as God and enthusiasm to be part of the Empire waned.
- AD 410 Roman soldiers started to leave Britain to defend other parts of the Roman Empire under attack from groups such as the Vandals, Ostrogoths, Visigoths. King Odaecer attacked Rome and became the new King of Rome leading to the collapse of the Western Empire.
- There were not enough enslaved people to carry out the work, and the Empire could not get more slaves due to its decline.
- A large army called the Huns invaded Europe, forcing groups to run away from their countries into the Roman Empire. These people were not treated well and so they revolted against the Romans, helping lead to the collapse of the Roman Empire.

Lesson 6 – What did they do for us? **WALT: understand the lasting legacy of the Roman Empire in Britain**

- Draw together the knowledge from the unit, referring to their initial questions – have we found the answers? Is there anything else we could find out?

- Establish our take aways and record. Answer the overarching enquiry question and give reasons. The more unusual and interesting impact on Britain. E.g. agricultural society, language, tribal leaders
- Discuss what comes next in our historical timeline.

