

## The Roman Empire – Year 4

### What you have learnt already in year 3:

#### Chronological understanding:

I have learnt to develop my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline.  
I have learnt to confidently make links between areas of history I have studied in Year 3 and previously, as well as identifying similarities between them.

#### Vocabulary:

I have learnt to use a range of names and words from the areas I have studied in Year 3 as well as remembering a few names and words from previous study.  
I have learnt to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.  
I have learnt a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

#### Questioning:

I have learnt to ask more in-depth questions for my age to develop my understanding.  
I have learnt to answer questions accurately related to the area of study and used sources to justify my answers.

#### Knowledge:

I have learnt to remember a range of key facts and information from areas of study in Year 3.  
I have learnt to identify at least two ways we gather information. I have learnt to use at least one type of source of information confidently

### Opportunities for teaching diversity, equality and expanding cultural capital:

- Encourage students to appreciate the diversity of cultures and understand that the Roman Empire was just one of the many fascinating civilizations that existed.
- Introduce key vocabulary related to diversity and equality
- Provide opportunities for children to explore and celebrate different cultural practises within ancient Rome such as the Gladiators
- Promote empathetic understanding by discussing the impact of the colonization on Roman culture and the importance of preserving indigenous cultures today

### Key Historical Concepts:

- |                                      |                 |
|--------------------------------------|-----------------|
| • Chronology Empire                  | • Local history |
| • Civilisation                       | • Culture       |
| • Wider World History                | • Economy       |
| • Continuity and Change              | • Governance    |
| • Cause and Consequence              | • vocabulary    |
| • Similarity/difference/significance |                 |

### What you will learn by the end of this unit:

I will learn about where on the world timeline the ancient Roman period is  
I will be able to identify where the ancient Romans lived on a map  
I will learn about why the Romans came to Britain and some of the key invasions  
I will learn about Roman roads and towns, why they were built and their features.  
I will learn about the rebellion of Boudicca in AD 60/61  
I will learn about Hadrian's Wall and why it was built  
I will learn about Roman Villas and how they are different to houses in Roman towns  
I will learn about the end of the Roman Empire

### Skills and knowledge I may use from other subjects:

Geography: I will be able to use my map skills to locate and identify countries on a map, including naming the continent and describing the physical properties of the country.

Maths: To help me work out how long-ago events happened and order them.

Literacy: I can use my reading and comprehension skills to further my knowledge of ancient civilisations.

Art: To create a piece of replica art or artefacts from ancient Rome.

RE: Use my knowledge of religion to compare beliefs and contrast those to my own.

D&T: I can use my knowledge of food to compare food and cooking style from Ancient Rome to now. I can use pottery and clay skills to create artefact replicas.

Music: To take part in improvised performances using replica musical instruments.

#### Key Skills:

**Apply and analyse** – I will apply what I know about different ancient civilisations to what I know now and analyse these in ways which further my learning.

**Describe** – I will learn to use historical terminology to describe what life was like in the Roman Empire

**Connect ideas** – I will connect ideas about life in ancient Rome and their beliefs.  
**Consider** – I will consider what happened during this time period and how it has shaped the future. I will consider similarities and differences between then and now.

**Question** – I will question ideas and concepts that I am not sure of to gain further understanding of the Roman Empire.

**Discuss/ideas/points of view** – I will further my learning by discussing subjects in peer groups, seeing other's points of view and challenging my own.

**Respond thoughtfully** – I will learn to respond thoughtfully to questions and subjects using what I have learnt so far.

### What you will learn by the end of this Key stage:

By the end of this key stage, you will have a deep and secure understanding of the Roman Empire. You will be able to explain where on a world timeline the Roman Empire was and name some key events during this time. You will learn about some the invasions of Julius Caesar and Emperor Claudius, their triumphs and downfalls, why they invaded Britain and the impact of these invasions. You will have a deep understanding of why the Romans built new roads, the features of the roads and the impact this had for them. You will be able to identify the main features of a roman town and understand why the Romans preferred to live in towns. You will also be able to discuss similarities and differences between Roman towns and the towns of other ancient civilisations previously studied. You will learn about the rebellion of Boudicca as well as understand its significance. You will learn about Hadrian's Wall and why it was built. Finally, you will learn about why the Roman Empire came to an end and the impact this time period had on your locality. Throughout the unit, you will have to opportunity to study Roman artefacts and consider what they were used for as well as comparing them to others previously studied.

#### Key Vocabulary:

**Aqueduct** – a bridge like structure designed to bring water from a distant source into a city

**Auxiliary soldier** – a helper recruited from a non-Roman tribe

**Boudicca** – a Celtic queen who went into battle against the Romans

**Colosseum** – an iconic amphitheatre in Rome where gladiatorial contests and public spectacles took place

**Conquest** – a military invasion

**Empire** – a group of territories under one rule

**Emperor** – the absolute ruler of an empire

**Gladiator** – a professional fighter in ancient Rome who entertained audiences by engaging in violent battles in arenas

**Invasion** – to enter as an enemy, by force, to take control

**Julius Caesar** – a Roman general and statesman who played a critical role in the events that led to the demise of the Roman Republic and the rise of the Roman Empire

**Legion** – a division or 3,000 – 6,000 men and cavalry in a Roman army

**Legionary** – a soldier in a Roman legion

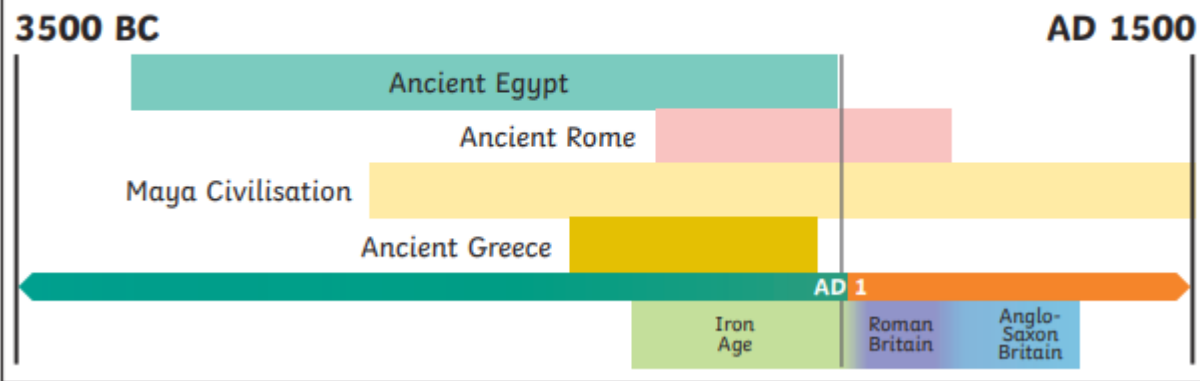
**Rebellion** – a fight against the ruler

**Roman Empire** – refers to the ancient empire centred on the city of Rome that dominated the Mediterranean region and much of Europe

**Roman Numerals** – The system of writing numbers that the ancient Romans used



## Timeline



The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and over the centuries, conquered many lands to create a huge empire.

## Key Invasions

**Julius Caesar invaded in 55 BC and 54 BC**

The Roman General Julius Caesar made two attempts to conquer Britain. He wanted to add the rich land to the Roman Empire and punish the Celts for helping his enemies. His army were not able to overcome the Celts in 55 BC or 54 BC, but some leaders did pay a tax so that the Romans would leave. This meant that the Celts could carry on living as they were.



**Emperor Claudius conquered Britain in AD 43**

In AD 43, Emperor Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men to conquer the Celtic tribes. This time, much of Britain did become another province of Rome. The Romans called Britain 'Britannia'.



## Roman Roads and Towns

The Roman army are famous for building long, straight roads. Special engineers planned these roads and they criss-crossed the whole Roman Empire. They made it a lot easier to trade, communicate with the Emperor and helped the army to keep control of all of the different provinces.



Larger towns had an amphitheatre which is where people went to watch fights between gladiators and wild animals such as bears or lions. Bath houses were very fancy and were popular places to relax and meet friends.



## The end of the Roman Empire

The Roman Empire lasted for almost 400 years in Britain. There were many reasons why it came to an end such as:

- Back in Rome, people were invading towns and cities
- The Romans wasted a lot of money on entertainment so the funds for the army soon ran out
- The emperor raised taxes to pay for their defence, but the people couldn't afford to pay it.
- People kept fighting for power and killing the emperors
- Christianity became a Roman religion which was a religion of peace, not war.

The Army left Britain in AD 410 as they had to defend other parts of the Empire.

## Boudicca Rebels in AD 60/61

The Romans seized the land and wealth of the Iceni tribe after King Prasutagus died. Queen Boudicca objected and she led a rebellion against the Romans. Not only that, but she persuaded the Celts to join her. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the Celts. Many people were killed in the rebellion. This rebellion is significant because it proved that tribes could stand up to the Romans.



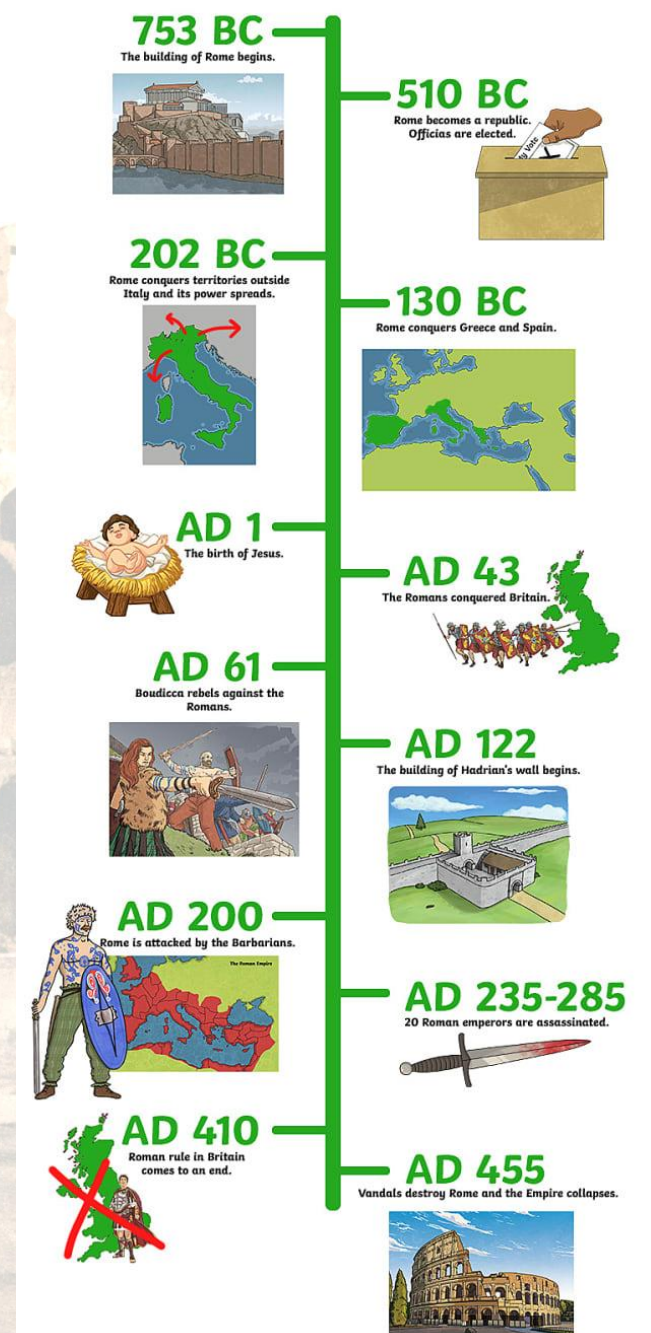
## Hadrian's Wall in AD 122

In AD 122, Emperor Hadrian gave an order to build a wall in the north of the country. Roman armies had tried to conquer Scotland (Caledonia), but the Picts would not give up their lands. They also raided the lands that the Romans controlled. Hadrian's wall took around 6 years to build and it was 73 miles long. Around 15,000 troops lived at Hadrian's wall so that they could defend this northern border of the Roman Empire.



## Roman Villas

Wealthy Romans and some Celts built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans. Countryside villa complexes included a main house, workshops and gardens.







6782. P.Z. - ROMA. ESTERNO DEL COLOSSEO.