

Year group:	3&4	Term:	AUTUMN 2	Theme:	The Roman Empire			
Prior learning					Cross-curricular and visits/visitors			
Know that: The first King of Rome was Romulus. Rome became a republic after the seventh King of Rome. The Roman Republic expanded and took over the Italian peninsula. Rome was at war for many years with Carthage. These wars were called The Punic Wars. Rome was victorious and Carthage was completely destroyed.					Religious Education – The Family of Jesus & The Birth of Jesus			
					Disciplinary Knowledge			
					Historians use special skills – this is called disciplinary knowledge.			
Knowledge - Content					Chronology			
The Roman Army. Roman expansion and the control and governance of provinces. The structure of the Roman army. The frontiers of the empire and Roman forts. Julius Caesar. Caesar’s power. Caesar’s ambitions. Caesar crossing the Rubicon. Pompey’s escape and death in Egypt. The appointment of Cleopatra. Caesar’ assassination. Augustus: the first emperor. The struggle between Marc Antony and Octavian. Octavian’s defeat of Egypt and Marc Antony. Octavian’s grasp of power using his cunning. Octavian’s renaming (Augustus). Emperors Claudius & Nero. Who ruled after Augustus. The emperors and their fates and achievements. Evidence from ancient Rome – aqueducts and the Colosseum. How the emperors contributed to the expansion and success of Rome. Pompeii and the eruption of Vesuvius. The events of the eruption. Pliny the elder and Pliny the younger. Evidence of life in a Roman town. The Jewish-Roman War. Expanded Roman Empire. Judea and the rebellion with Rome. Vespasian’s success in the north. Vespasian’s recall to Rome. Titus conquering Judea and the destruction of the Jewish temple in Jerusalem. The death, enslavement and diaspora of the Jews. Masada. What can sources reveal about Roman way of life?					Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.			
					Events, People and Changes			
					Communication			
					When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.			
					Enquiry, Interpretation and Using Sources			
					Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.			
Key Vocabulary					Challenging Vocabulary			
survival	standard	Gaul	emperor	Pompeii	Colosseum		pockets of resistance	
peninsula	height	Pompey	proclaim	Vesuvius	enslaved	imperial		
province	rebel	Brutus	vapour	advantage	trophies	rebellion	debris	
governor	frontier	foreign	Pliny	Marc Antony		panicked	cohort	
centurion	forts	Augustus	Judea	aqueducts	Nero	Claudius		
legion	cunning	Julius Caesar		Ides of March		culminated		
					governor	A Roman in charge of a province		
					centurion	A Roman soldier in charge of a century (about eighty Roman soldiers)		
					cohort	Six centuries		
					legion	Ten cohorts (about 5000 soldiers)		
					emperor	King who rules an empire		
					Gaul	Province governed by Julius Caesar (modern France)		
					aqueducts	A bridge or channel for carrying water		
					imperial	Relating to an empire		
					Ides of March	Middle of March (15 th March)		