

Year Group 5/6: The Roman Empire

Year group:		3&4		Term:		SPRING 1		Theme:		Roman Britain	
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 countries surrounding the Med Rome was at war for many years with Carthage (The Punic Wars). Rome was ruled by the Caesar family. Augustus was the first emperor of the Roman Empire. Claudius added Britain to the empire. Rebellion in the empire was ruthlessly suppressed. Knowledge - Content 1. The Roman Invasion of Britain. Julius Caesar’s attempts to conquer Britain. Claudius adds Britain to the empire. 2. The Celts. Caratacus – Celtic tribes and chieftains. Aulas Paulinus. 3. Celtic resistance. Boudicca’s revolt and the tactics she employed. Boudicca’s defeat. 4. Aqua Sulis. Roman towns: gridiron planning. The baths (and palestra) – their design and usage. The forum and basilica. 5. Hadrians’ Wall. The Emperor Hadrain. The frontier of the empire and Hadrian’s Wall (construction and design). Life in a Roman fort. Vindolanda. 6. Black Romans in Britain. Evidence that black Romans served in Britain. The Emperor Septimius Severus. A unit of Moors. Marcus Aurelius. A garrison of Roman soldiers. What kind of knowledge of Roman Britain have historians been able to build from sources?										Disciplinary Knowledge	
										Historians use special skills – this is called disciplinary knowledge. Chronology 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 Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Communication Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 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	
Britannia	ambushed	heavy taxes	revolt	Watling Street	Celtic tribes		veni, vidi, vici	Aquae Sulis	The Roman name for the city of Bath		
invasion	captured	revenge	Iceni	Aquae Sulis	basilica	temple		strigil	A curved blade used to scrape sweat and dirt from the skin		
Claudius	forces	capital city	Boudicca	Londinium	forum	aqueducts	garrison	hypocaust	Hollow space beneath the room to create Roman underfloor heating		
chieftain	fort	Colchester	hypocaust	placed in chains		breastplates	stationed	palaestra	Wrestling school or gymnasium		
Caratacus	ascend	stationed	strigil	palaestra	theatre	intersecting	spring	forum	A meeting place to discuss ideas and views		
warriors	defeat	Hadrian’s Wall		razed to the ground		Vindolanda	frontier	basilica	Roman court of law and assembly room		
								raze	Completely destroy		

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