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| Topic: Roman Empire and its impact on Britain | Year group | Term Autumn |
| Roman Empire in Britain                       | Year 4     | 10 sessions |

### Background knowledge

The Romans first invaded Britain under Julius Cesar in 55 BC. This was because Britain had supported the Gauls, Rome's enemy, in a previous battle. The first invasion of Britain ultimately failed because of bad weather, which destroyed the Roman fleet. It wasn't until nearly a 100 years later, in 43AD that Claudius successfully took over Britain. They remained in Britain for 365 years, implementing new ideas and designs, some of which survive today.

### What should I already know?

Have some awareness of that different groups of people have lived in Britain.  
Know that Stone Age and Iron Age came before the Romans.

| National Curriculum Objectives / Key Skills  | The Journey   |
|--|---|
| <p>The Roman Empire and its impact on Britain.</p> <p><b>Change and continuity:</b></p> <p>I can identify changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles.</p> <p><b>Cause and consequence:</b></p> <p>I can analyse actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade.</p> <p><b>Enquiry:</b></p> <p>I can start combining information from more than one source e.g. internet, compared with video, textbook evidence.</p> <p>I can start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> | <ol style="list-style-type: none"> <li>1. Why did Claudius decide Britain was worth conquering? (<i>keystage history</i>) (3 sessions)</li> <li>2. Should the Celts take on the Romans? (2 sessions) (<i>keystage history</i>)</li> <li>3. What image do we have of Boudica today? (<i>keystage history</i>)</li> <li>4. How were the Romans able to keep control over such a vast Empire?</li> <li>5. What were Roman towns like? (<i>keystage history</i>)</li> <li>6. What would you find in a Roman villa?</li> <li>7. What was everyday life like in Britain?</li> <li>8. Why did the Romans spend so much time building roads? (<i>keystage history</i>)</li> <li>9. To ask and answer our own questions about the Romans.</li> <li>10. What is the legacy of the Romans?</li> </ol> <p><b>Black History month activity - Rosa Parks Remembrance Focus: Paul Nash paintings</b></p> |

I can see that some sources are more useful than others and can explain why.

**Interpretations:**

I can identify differences between versions of the same event or person description e.g. Boudica's revolt.

I can give a simple reason why we might have more than one version or idea about something: e.g. *No-one there recording the event; lost in translation.*

I can see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. *We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.*

I understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events e.g. textbooks give different reasons as to why Claudius chose to invade.

KPIs

**Cause and consequence:**

I can analyse actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade.  
(see assessment grid)

**Interpretation:**

I can identify differences between versions of the same event or person description e.g. Boudica's revolt

I understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events e.g. textbooks give different reasons as to why Claudius chose to invade.  
(see assessment)

#### Comparisons/links with other topics:

##### **How advanced were Roman buildings compared to Iron Age buildings?**

Iron Age (or Celtic) roundhouses were made from wood, straw (thatch) and wattle and daub (sticks mixed with mud and animal dung) that just had a single room, sparse furniture and a fire in the middle. Sometimes animals might be brought in over the winter. The entire family would live in the one room and it would be used for everything. Comparatively, Roman villas were made from stone, brick and possibly marble with tiled roofs. They had multiple rooms and were decorated with mosaics, furniture and stone/marble flooring. Some villas had an underfloor heating system (hypocaust) depending on the size and wealth of the owner. Most Britons tended to live in roundhouses though as the Romans didn't try to force them to live in Roman villas. Poorer Romans would have lived in wooden apartment-style buildings in towns which were cramped and not very clean.

##### **How did society change when the Romans conquered Britain?**

The Romans didn't change the social structures of the Celts/Iron Age tribes as they knew they wouldn't like this. They mainly changed society through town planning, laws and taxes. The Romans built large towns that were often based on a square/rectangular shape rather than Celtic hill forts. These had stone walls and had roads connecting north, south, east and west, largely through the middle. Taxes meant that everybody had to use the same coinage

(Roman) which had not been done before, people just traded random things like a pig for two sheep etc. Roman laws were also introduced which meant that any Roman citizen had to follow them - most people were not Roman citizens though because they were too poor. Laws stopped citizens from being killed as a punishment though, so most people were encouraged to try to become Roman citizens. As Celts were tribal, the laws of each tribe differed and were not universal. Which type of society would the children prefer to live in?

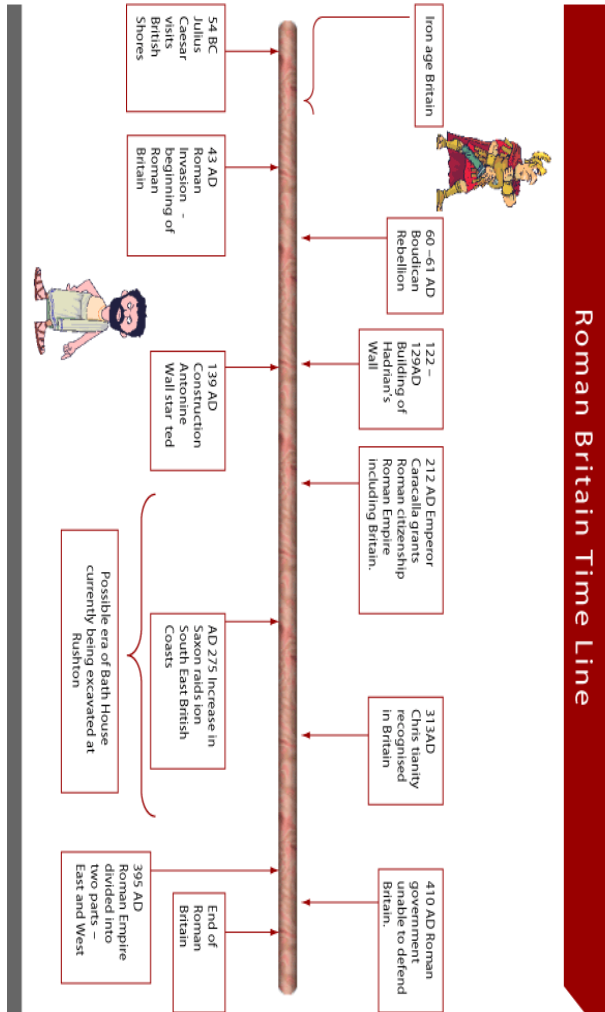
## Outcomes

### An overview of what children will know / can do

Working towards: Children are still developing their responses to meet the KPIs. They have some substantive knowledge about the topic they are studying.

Expected: Children will have demonstrated the KPIs in their work and in assessments. They have good substantive knowledge about the period they are studying.

Exceeding: Children will have demonstrated the KPIs and other historical skills in their work and assessments. They have a secure and deep substantive knowledge about the topic they are studying.

| Key Vocabulary   | Timeline / Diagrams   |
|--|---|
| <p><b>Gauls:</b> French natives from Gaul.</p> <p><b>Legionary:</b> A soldier who was born a Roman citizen.</p> <p><b>Auxiliary:</b> A soldier belonging to the tribes that the Romans had conquered.</p> <p><b>Gladius:</b> A short sword, favoured by the Roman soldiers.</p> <p><b>Pilum:</b> A javelin, just over six feet long.</p> <p><b>Legion:</b> A legion contained between 5000 and 6000 soldiers</p> <p><b>Cohort:</b> A legion was divided into ten cohorts - each cohort had six centuries, normally of around 80 men per century.</p> <p><b>Centurion:</b> Each centurion led about 80 men.</p> <p><b>Aquilifer:</b> The officer that carried the sacred eagle as their legion into battle.</p> <p><b>Hadrian's Wall:</b> A defensive wall that stretched across the northern border from the River Tyne to the Solway Firth.</p> |  <p>The diagram is a vertical timeline titled "Roman Britain Time Line". It features a central vertical axis with various events marked by boxes and arrows. On the left side, events include: 54 BC Julius Caesar's first invasion of British Shores; 43 AD Roman invasion by Roman Britain; 139 AD Construction of Antonine Wall started; AD 275 Increase in Saxon raids on South East British Coasts; and 395 AD Roman Empire divided into two parts - East and West. On the right side, events include: Iron age Britain; 60-61 AD Boudican Rebellion; 122-129 AD Building of Hadrian's Wall; 212 AD Emperor Caracalla grants Roman citizenship including Britain; 313 AD Chris tianity recognised in Britain; and 410 AD Roman government unable to defend Britain. Illustrations of a Roman soldier and a man with a beard are also present.</p> |

| Key people / places   |
|---|
| <p><b>Julius Caesar:</b> Emperor during the first attempted invasion of Britain.</p> <p><b>Boudica:</b> Queen of the Iceni tribe who rebelled against Roman rule.</p> <p><b>Claudius:</b> Emperor of Rome who successfully invaded Britain.</p> <p><b>Emperor Hadrian:</b> Hadrian was Roman Emperor from 117 to 138. He is best known for building Hadrian's Wall, which marked the northern limit of Roman territory in Britain. In Rome, he built the Pantheon and the Temple of Venus and Roma.</p> |

## Assessment questions / outcomes

- What was the main reason Claudius decided to invade?
- What was the Roman army like compared to the Celts? Did they have the same weapons?
- Why do you think Boudica rebelled?
- Why would the Romans portray Boudica differently to the Celts?
- Which factors were most important in the Romans expanding their empire?
- What were the similarities/differences between Roman and Iron Age settlements?
- Which object/artefact did you find most interesting when looking at Roman villas?
- Are there any Roman pastimes that have survived into the present day? Is there any that you'd like to experience?
- How important were roads to the Romans?
- Which is the most interesting Roman site near Newcastle? Why?
- Who was the most powerful Roman emperor? Why?
- What do you think was the main reason that the Roman Empire came to an end?
- What did you find out from your independent research?
- What is the top thing we should remember about the Romans?