

Lent 1  
History Yr4: Romans



Scripture Link:

'For the Lord your God is he who goes with you, to fight for you against your enemies, to give you the victory.' Deuteronomy 20:4

National Curriculum Objective  
The Roman Empire and its impact on Britain

Timeline

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	I will know where to place the ancient Romans on a timeline;  Know how Roman Society was structured.	I will know what is meant by the Roman Empire.	I will know why the Roman army was successful
<b>Recall and Retrieval</b>	Ancient Egypt – Pharohs showed off their Godliness, power and authority in many different.  Mayans – the Mayan society was very complex with hundreds of cities, commoners, a middle class, nobles and a king. Kings had to be warriors to protect their people.  Ancient Greece – The Greeks introduced democracy or rule by the people. All men would gather on a special hill to decide the cities rules. Only wealthy boys went to school, girls stayed at home.	Mayans – Warfare and trade were important parts of Mayan society.  That the Ancient Roman period began in 735BC and that Roman Invasions of Britain occurred after Britain's Iron Age.  that the Emperor (a dictator) controlled Rome and it's Empire and was advised by the senate (government).  The senates role was to advice the Emperor. People were not voted onto the senate but appointed based on their wealth and status.	Up, up and Away – the flat terrain made Lincolnshire a perfect place for airbases.  Iron Age – many people lifted in hillforts built on higher ground to keep them safe from attacks.  An Empire is a group of lands, all ruled by one place.  The centre of the Roman Empire was Rome and it's size grew and grew as a result of many successful Roman invasions of other countries in the Mediterranean and beyond.  The Empire lasted over 500 years before it started to lose it power and its Empire broke up.
<b>Sequence of substantive knowledge throughout the lesson</b>	By the end of the lesson, children will know-  That the Ancient Roman period began in 735BC and that Roman Invasions of Britain occurred after Britain's Iron Age. <i>That Rome was originally ruled by a Monarch a king but then turned into a republic where is was ruled and governed by a senate. This lasted for approximately over 2 centuries until it turned into the Roman Empire. The Roman Empire was ruled by an Emperor.</i>	By the end of the lesson, children will know-  An Empire is a group of lands, all ruled by one place.  The centre of the Roman Empire was Rome and it's size grew and grew as a result of many successful Roman invasions of other countries in the Mediterranean and beyond.  <i>The Roman Empire is ruled by an Emperor and advised by the senate (government).</i>	By the end of the lesson, children will know-  The Roman army was so successful because: - It was made up of dedicated, well-trained and disciplined and highly skilled soldiers. - They were taught to fight as a unit, rather than individually. They fought in formations and protected themselves behind long shields. <i>One such formation was called the testudo – which in Latin means 'the tortoise'.</i>

that the Emperor (a dictator) controlled Rome and it's Empire and was advised by the senate (government).

The senates role was to advice the Emperor. People were not voted onto the senate but appointed based on their wealth and status. **They were the aristocracy.**

that in Roman society, people were not seen as equals. You were either a citizen, a non-citizen, or a slave.

A citizen – patrician (nobles) and plebian men with an extension to a few privileged foreigners.

Patricians (nobles) were – a wealthy landowner, ruling class, senators, judges, descendants of founding fathers.(rich and powerful)

Plebian (people) were – poor land owner (owning small farms)

Freemen were – craftsmen or traders some of which became very wealthy.

A non-citizen – slaves.

Citizens could vote but were required to pay taxes and serve in the military. Women were not seen as equals and could not vote.

The Empire lasted over 500 years before it started to lose it power and its Empire broke up.

**Julius Caesar was the first Emperor, but the greatest was Emperor Augustus.**

- The Roman soldiers were expert archers. **They could accurately bombard an enemy with arrows from hundreds of metres away.**
- The Romans had cavalry units which charged at enemies, chasing them away or crushing them.
- They were well equipped with a range of weapons, tools and uniform. **These included: Spear (Pilum), short sword (gladius), long curved shield (scutum), metal helmet (galea), metal chest armour (lorica segmentata) and leather boots or sandals with metal studs on the soles (caligae) for durability and grip.**
- They were self-sufficient – carrying cooking pots, a few days food and water, tools for digging ditches, constructing fortifications and constructing buildings.
- The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today. A46
  
- Along the roads the Romans built stables so that horses could rest and new horses could be collected.
  
- Every 12 miles there would be a 'mansio' which was a place where people could stay
- Only Roman citizens who were 20yrs old could join the army.
- Once they had joined the army, they had to stay for 25yrs and were not allowed to get married.
- It paid well and when you were retired, you were given a gift of land or a pension to buy land.
- There were many different roles within the army: foot soldiers, standard bearers, sling shots, archers and calvary men as well as doctors, weapon makers and road builders.
- Soldiers were divided into groups of about 80 men called centuries. Each of these were lead by a centurion. Centuries joined together to form groups of 5,000 men called legions.
- People they conquered were allowed to join the army but were paid less to fight. This helped the Romans in two ways – it provided fresh troops for battle and kept the young men busy which stopped them from trying to rebel against the Romans.
- Punishments were severe

The government collected taxes which funded their army.

<b>Key Skills/disciplinary knowledge</b>	<p><b>Historical Interpretation –</b> comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence.</p> <p><b>Similarities and differences</b> explain the similarities and differences within and across history e.g. reasons for and methods of invasion, trade, settlements</p> <p><b>Consequence</b> explain with confidence the significance of particular consequences of many of the key events and developments studied.</p>	<p><b>Consequence</b> explain with confidence the significance of particular consequences of many of the key events and developments studied.</p> <p><b>Significance</b> explain why some aspects of historical accounts, themes or periods are significant.</p>	
<b>Key Vocabulary</b>	<p>Society, citizen, non-citizen, slave, Emperor, dictator, senate, senators, government, taxes, Italy, Rome.</p>	<p>Roman Empire, country, power, conquered, army, invasion, foot soldiers, standard bearers, sling shots, archers and calvary men, centuries, centurions, legions, troops, rebellions, military.</p>	
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>	<p>Know some of the key leaders of the Roman Empire. Emperor Septimius Severus was the first African-born Roman Emperor and ruled the Empire from York. Use as an example of the Roman emperors with close links to Britain. Ivory Bangle Lady Roman Africans in York. For Romans, skin colour didn't determine your place in society. Aurelian Moors Roman soldiers who guarded a fort in Cumbria.</p>		
<b>Catholic Social Teaching Principles</b>			

<b>British Values</b>	Rule of Law I can think thoughtfully about why rules are needed, explaining this to someone else I can say why a rule is fair	Rule of Law I can think thoughtfully about why rules are needed, explaining this to someone else I can say why a rule is fair	
<b>Wider links</b>			

**Lent 1**  
**History Yr4: Romans**

**Timeline**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	Know why the Romans wanted to invade Britain.	I will know about 3 of the first invasions of Britain by the Roman Empire	Know what the Romans did for Britain today.
<b>Recall and Retrieval</b>	<p>The Roman army was so successful because:</p> <ul style="list-style-type: none"> <li>- It was made up of dedicated, well-trained and disciplined and highly skilled soldiers.</li> <li>- They were taught to fight as a unit, rather than individually. They fought in formations and protected themselves behind long shields.</li> <li>- The Roman soldiers were expert archers.</li> <li>- The Romans had cavalry units which charged at enemies, chasing them away or crushing them.</li> <li>- They were well equipped with a range of weapons, tools and uniform.</li> <li>- They were self-sufficient</li> <li>- The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today. A46</li> </ul>	<p>The Iron Age was quite unsettled and fighting was common.</p> <p>An Empire is a group of lands, all ruled by one place.</p> <p>The centre of the Roman Empire was Rome and it's size grew and grew as a result of many successful Roman invasions of other countries in the Mediterranean and beyond.</p> <p>The Romans wanted Britain's precious metals.</p> <p>They also wanted their rich fertile land and cattle.</p> <p>They wanted the glory of conquering Britain and adding it to their empire.</p>	<p>The Ancient Greeks invented things such as: the waterwheel, the alarm clock, catapult and vending machine.</p> <p>The Ancient Greeks loved sports and founded the Olympic games.</p> <p>In 54/55BC Julius Caesar tried on two occasions to invade Britain.</p> <p>In 43AD Emperor Claudius ordered the invasion of Britain.</p> <ul style="list-style-type: none"> <li>- He learnt from Caesar's mistakes and built new ships.</li> <li>- He took builders, doctors and weapon-makers along with him on the campaign.</li> <li>- He also brought 100 war elephants which scared the tribesmen.</li> </ul> <p>By 47AD, they controlled around half of Britain.</p>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p>By the end of the lesson, children will know-</p> <p><i>At the time of the Roman invasion, Britain was ruled by tribes of people called celts.</i></p> <p>The Romans wanted Britain's precious metals – gold, silver, tin, lead and iron which would add to the wealth of the Roman Empire and make weapons and tools for their army.</p> <p>They also wanted their rich fertile land and cattle.</p>	<p>By the end of the lesson, children will know-</p> <p>In 54/55BC Julius Caesar tried on two occasions to invade Britain.</p> <p>First invasion</p> <ul style="list-style-type: none"> <li>- Caesar took 2 legions (approx.. 10,000 men) and set sail for Britain.</li> <li>- The ships had to contend with terrible weather and high waves which they not used to.</li> </ul>	<p>By the end of the lesson, children will know-</p> <p><i>When the Romans invaded, they introduced new ideas and new ways of living in Britain.</i></p> <p>They built big brick and stone buildings with a central heating system.</p> <p>They built sewage systems.</p>

	<p>They wanted the glory of conquering Britain and adding it to their empire.</p>	<ul style="list-style-type: none"> <li>- The tribal warriors had seen the ships from the white cliffs of Dover and were ready for the fight. <i>They landed in Kent but because of the bad weather, the ships were getting damaged on the shingle beach.</i></li> <li>- They retreated back to Gaul (France). <i>The Roman ships were two big and heavy for the shallow water.</i></li> </ul> <p>Second Invasion (one year later)</p> <ul style="list-style-type: none"> <li>- Caesar returned with 628 ships, 5 legions and 2000 cavalry.</li> <li>- This time they gained some land before having to retreat again.</li> <li>- They left because Caesar and his army had to settle the unrest in Gaul at this time.</li> </ul> <p>In 43AD Emperor Claudius ordered the invasion of Britain.</p> <ul style="list-style-type: none"> <li>- He learnt from Caesar's mistakes and built new ships.</li> <li>- He took builders, doctors and weapon-makers along with him on the campaign.</li> <li>- He also brought 100 war elephants which scared the tribesmen.</li> <li>- They defeated and took control of Colchester and made tribal leaders kings under the expectation that they followed their rules.</li> </ul> <p>By 47AD, they controlled around half of Britain.</p> <p><i>They continued their invasions moving further up the country. Evidence is seen at the building of Hadrian's wall which is the border between modern-day Scotland and England. It stretches 73 miles.</i></p>	<p><i>Introducing the concept of Plumbing, Central heating and sanitation</i></p> <p>Built straight roads (which we refer to as Roman roads) to link together all the cities and towns. <i>A46 and A1 are examples of ones still around today.</i></p> <p><i>They brought rabbits to Britain.</i></p> <p>Later on, the Romans introduced Christianity to Britain.</p> <p>They taught Britons to read and write and the language of Latin. <i>Many of the words we use today have a Latin origin.</i></p> <p>They taught us how to measure distances in standardised units – miles, feet and inches.</p> <p>They also taught us Roman numerals which we still see and learn about in maths lessons.</p> <p>They built Aqueducts to transport water to towns Introduced a Calendar, Currency, Laws and legal systems</p> <p><i>(Use a Roman artefacts box from 'The Collection' to be used as primary sources of information. Children working as historians)</i></p>
<p><b>Key Skills/disciplinary knowledge</b></p>	<p><b>Chronology</b> – sequence a number of the most significant events, objects, themes, societies periods and people using some dates, period labels and terms.</p> <p><b>Consequence</b> explain with confidence the significance of particular consequences of many of the key events and developments studied.</p>		<p><b>Continuity and change</b> explain why certain changes and developments were of particular significance within and across time periods studied.</p> <p><b>Historical Significance</b> explain why some aspects of historical accounts, themes or periods are significant.</p> <p><b>Sources and Evidence</b></p>

			comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.
<b>Key Vocabulary</b>	Invasions, Julius Caesar, Emperor Claudius, Mediterranean sea, trade, imports, slaves, gold, silver, copper, bronze, fertile land, hostages, Gaul,		Dirt tracks, levelled land, Roman roads, aqueducts, plumbing/central heating/ sanitation, architecture, calendar, currency, Latin, laws and legal systems, artefacts, primary and secondary sources, evidence
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			<b>Common Good:</b> we are called to work for the good of each and for all. <b>Preferential option for the poor:</b> Who holds the power for change?
<b>British Values</b>			
<b>Wider curriculum links</b>			