



## Holly Park Learning Organiser

### Y3 The Romans (Emperors & Empires)

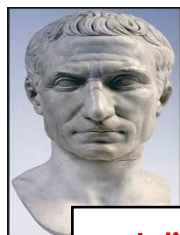
The Roman Empire and its impact on Britain

#### How Did The Arrival Of The Romans Change Britain?

#### Vocabulary

<b>Pagan</b>	A person, outside of accepted western religions, who practices a religion that worships many gods
<b>legion</b>	A division of 3,000–6,000 men in the ancient Roman army.
<b>Emperor</b>	A sovereign ruler of an empire.
<b>Sacrifice</b>	The gift of something to a god as an act of worship.
<b>Sanitation</b>	The study and practice of keeping the public healthy by providing clean living conditions.
<b>Temple</b>	A building devoted to the worship of a god or gods.
<b>Aqueduct</b>	A structure like a bridge for carrying a waterway or pipe across a river or valley.
<b>Settlements</b>	A place where people have recently settled
<b>Empire</b>	A group of different countries with one leader
<b>Mosaic</b>	A picture or pattern made by putting together small pieces of stone, tile, glass, etc.
<b>Centurion</b>	The commander of a century in the ancient Roman army.
<b>Invasion</b>	Invading a country or region with an armed force.
<b>Shield</b>	A broad piece of material, used as a protection against blows
<b>Conquer</b>	Overcome and take control of (a place or people) by military force.

<b>55BC</b> Julius Caesar leads two Roman military expeditions to Britain but are driven back by the Celts.	<b>43AD</b> Romans invade Britain. It becomes part of the Roman Empire.	<b>49AD</b> Romans make Colchester the capital of Roman Britain.	<b>60AD</b> Rebellion led by Boudicca, queen of the Iceni	<b>100AD</b> More than 8,000 miles of Roman roads in Britain are completed. Troops and goods travel easily across the country.	<b>122—128AD</b> Emperor Hadrian builds a wall on the Scottish border.	<b>200AD</b> Christianity introduced to Britain	<b>401—410AD</b> Romans withdraw from Britain. Anglo Saxons migrants begin to settle.	<b>793 AD</b> Vikings invade Britain
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**Julius Caesar**



**Boudicca**

**The Tortoise**



#### What will I know at the end of this unit? (Substantive Knowledge)

##### Who were the Romans?

Rome was founded in Italy by Romulus in 753 BC following a fight with his twin brother Remus. The Roman Empire spread across Europe, Parts of Asia and North Africa. The Roman army was successful because it was well-equipped, well organised and inspired great loyalty Pompeii and Vesuvius

##### Empire and Invasion

The Romans were keen to invade Britain because of the fertile lands, the valuable natural resources and to increase their power.

Julius Caesar led an unsuccessful invasion of Britain in 55BC

Emperor Claudius commanded a second invasion in 43AD

Roman Britain was a province of the Roman Empire from 43 to 410AD

**In 60BC, Boudicca, Queen of the Iceni tribe, led a rebellion against Roman rule**

The Romans built Hadrian's Wall to keep the Scottish tribes out of England

There was a significant African-Roman settlement in York, under the rule of Emperor Septimus Severus

##### What did the Romans do for us?

**Religion:** Under the Romans, Britain moved away from polytheistic paganism towards Christianity.

**Engineering:** The Romans introduced the use of bricks and concrete. This enabled them to build Britain's first towns and linked them by a network of roads. They introduced the hypocaust system, sewers, aqueducts and toilets and public baths.

**Language, numbers and laws:** The Romans introduced a written legal system. Many of our words, such as some days of the week and months of the year, come from Latin.

**Culture:** The Romans introduced amphitheatres and public baths

##### Everyday Life

**Homes:** People mainly lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived. However, some wealthy Romans lived in villas and palaces.

**Food :** Breakfast was bread, dates & honey. Lunch was a light meal – fish, bread, fruit and vegetables. Dinner was vegetables and porridge for the poor. A feast and wine for the rich – lying on cushions on the floor.

**Clothes:** Men: short tunics & cloaks, togas Women: long tunic and stola with brooches. Soldiers: body armour, helmet (cassis) shield (scutum) sandals (caligae)

#### How do we know?

We know about life in Roman Britain through archaeological discoveries and writings from Roman historians such as Tacitus

#### What should I already know?

An awareness of the Britain that the Romans conquered as a result of having studied the – Stone, Bronze and Iron Ages.

## History Skill Progression Year 3 (Disciplinary Knowledge)

Chronological understanding	Can place the time studied on a timeline Can use dates and terms related to the study unit and passing of time <b>Can sequence several events or artefacts</b>
<b>Range and depth of historical knowledge</b> An overview of world history	<b>Can find out about everyday lives of people in time studied</b> <b>Can compare with our life today</b> Can identify reasons for and results of people's actions Can understand why people may have wanted to do something
Investigation and Interpretations of history	Can identify and give reasons for different ways in which the past is represented Can distinguish between different sources – compare different versions of the same story <b>Can look at representations of the period – museum, cartoons etc</b>
Historical enquiry	<b>Can use a range of sources to find out about a period</b> Can observe small details – artefacts, pictures Can select and record information relevant to the study <b>Can begin to use the library and internet for research</b>
Organisation and communication	Can recall, select and organise historical information <b>Can communicate their knowledge and understanding – Discussion Drawing pictures Drama/role play Making models Writing Using ICT</b>

### SEND core skills

### Being a Historian

Historians are people who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.
  - Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

### Possible Adapted learning for SEND & EAL

Watch Go Jettors in Rome <https://www.bbc.co.uk/iplayer/episode/b0759xn7/go-jettors-series-1-14-the-colosseum-italy?seriesId=b061lw5z&page=1>

Look at a picture of a Roman Soldier. Who is this? What is he wearing? Why is he wearing those clothes? Is he a soldier now? When did he live?

Do a Roman Soldier Hunt around the school using pictures.

Make some Roman bread with this recipe. Ancient roman flat bread |Lunchbox

Make a coil pot like the Romans. Make some sausages with clay and coil them up to make a pot.

Look at the different Roman Gods. What is special about each of them. Print and Play... I Spy Lotto Matching Pick a Pair

Look at a picture of a Roman kitchen. Look at pictures of modern day kitchen objects. Can you see how things have changed or stayed the same?

Look at a picture of a soldier that you might see in London outside Buckingham Palace. Draw and cut out a soldier. Attach the arms and legs with split pins so it moves.

## End Points and Assessment Of Core learning

<b>Question 1:</b> Place these in order of chronology using the numbers 1-4.	Start of unit	End of unit
Iron Age		
Bronze Age		
Roman Britain		
Stone Age		

<b>Question 3:</b> Which year did the Romans successfully invade Britain?	Start of unit	End of unit
2, 500 BC		
54 BC		
AD 43		
AD 410		

<b>Question 2:</b> Why did the Romans leave Britain?	Start of unit	End of unit
Rome was under attack so they went back to defend it		
The Picts, Scots and Jutes led a successful invasion		
They went back to help build the Colosseum		
They didn't want to be settled		

<b>Question 4:</b> Somebody who rules an empire is called....	Start of unit	End of unit
an archaeologist		
a settler		
a Roman		
an emperor		

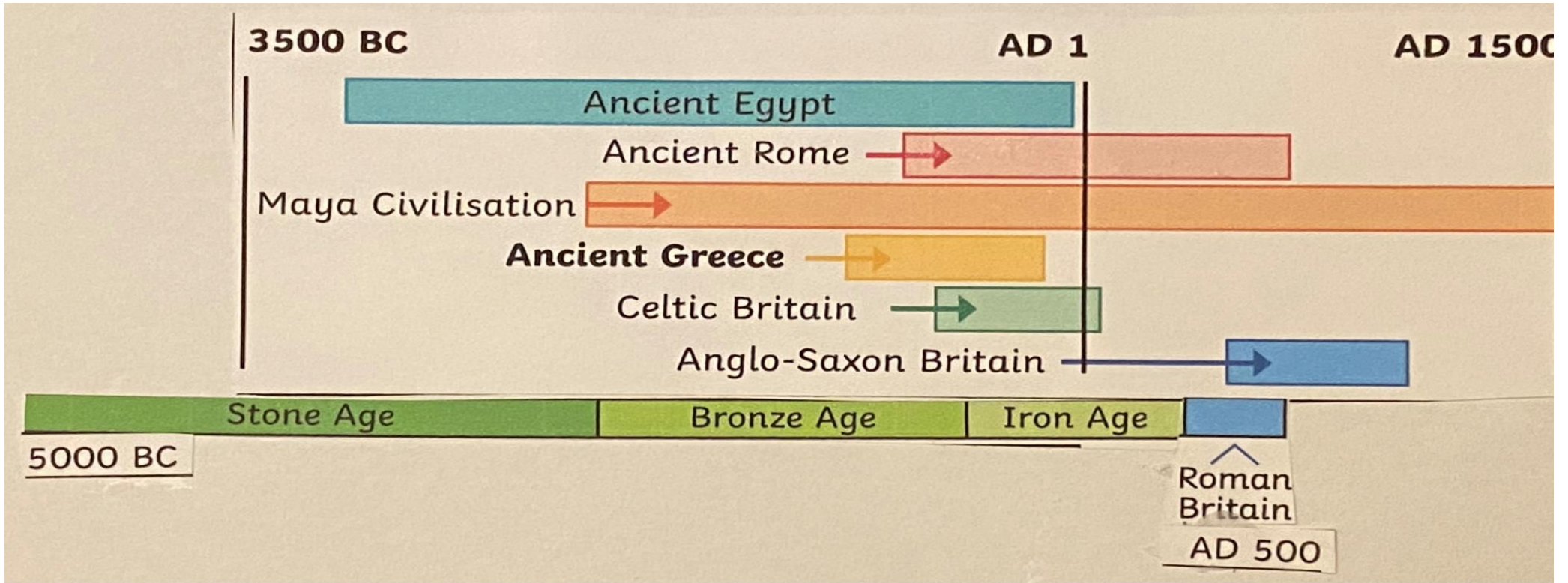
Question 5: Which word is closest to the meaning of the word 'invade'?	Start of unit	End of unit
trade		
empire		
retreat		
raid		

Question 6: Match these words to their definitions:	Start of unit	End of unit
Settle		
To take over a place by force or means of attack		
Invasion		
Movement from one place to another		
Migration		
To stay in one place		

Question 7: One way in which the Romans protected their towns was by:	Start of unit	End of unit

Question 8: Name one consequence of the Romans building paved roads in Britain.	Start of unit	End of unit

Question 9: Name four things that the Romans influenced during their time in Britain.	Start of unit	End of unit



**Holly Park Key Stage 2 Chronology of events**

