


Year Group	4	Area of Study	Romans, including Boudicca as significant person and Mount Vesuvius as a significant event
Key NC Reference and Objectives	<p><i>To develop more independence in carrying out investigations including posing their own questions and organising their work.</i></p> <p><i>To address and sometimes devise historically valid questions</i></p> <p><i>To understand how knowledge of the past is constructed from a range of sources</i></p> <p>4.1i To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans</p> <p>4.1ii To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered.</p> <p>4.1iii To know what life was like during this period</p> <p>4.1iv To know about the culture and beliefs of Romans</p> <p>4.1v To know about significant individuals or events linked to the Romans.</p> <p>4.1vi To know about the impact that the Roman Empire had on Britain</p>		
Possible Enquiry Questions	<p>Who were the Romans?</p> <p>When did the Romans invade and why?</p> <p>Did the native Britons welcome or resist them, and why?</p> <p>Who was Boudicca and why do we remember her? What did Boudicca really look like?</p> <p>How did the Romans influence the culture of the people already here?</p> <p>What was it like to live in Pompeii and how did this compare to general Roman life, in Rome and in Britain? Why is the eruption of Mount Vesuvius a significant historical event?</p> <p>Why was the Roman Army so successful?</p> <p>What was life like in Roman Britain for rich people and poor people?</p> <p>How do we know about life in Roman Britain?</p>		
Key Concepts	Substantive	2 <sup>nd</sup> Order	
	<p><b>Legacy</b></p> <p><b>Invasion</b></p> <p><b>Settlement</b></p> <p><b>Significance</b></p> <p>Empire</p> <p>Emperors</p> <p>Conflict/War</p>	<p><b>Chronology</b></p> <p><b>CHANGE AND CONTINUITY</b>/Similarities and Differences - <b>impact on Celtic life</b></p> <p><b>Significance</b>- Study of Boudicca, Eruption of Mount Vesuvius and significant achievements of Romans</p> <p><b>Cause and consequence</b>: Reasons for Claudius Invasion</p> <p><b>Using Evidence and Interpretation</b>: contrasting views of Boudicca</p>	
Key Vocabulary	<p><b>Empire</b>: A group of states or countries ruled over by a single person</p> <p><b>Emperor</b>: A person who rules an empire</p> <p>Legion: A large group of soldiers who form one section of an army</p> <p><b>Centurion</b>: A soldier in the Roman army responsible for the command of one hundred men.</p> <p><b>Century</b>: One hundred years</p> <p>Invasion: The entering or taking over of a place by force</p> <p><b>Roman Empire</b>: a huge Empire controlled by Rome, lasting between 509BC and 476BC</p>		<p><b>Mediterranean</b>: The countries that surround the Mediterranean sea.</p> <p><b>Latin</b>: The Language spoken across the Roman Empire.</p> <p><b>Defeat</b>: To win against someone or group of people in a fight, war or competition</p> <p><b>Conquer</b>: To overcome and take control of a place or people by military force.</p> <p><b>Gladiator</b> – A person who fought for the entertainment of Roman audiences</p> <p><b>Invade</b>: enter a country to take control</p> <p><b>Settle</b>: stay and build somewhere to live</p> <p><b>Settlement</b> A place where people make their homes.</p>

	<p><b>Aqueduct:</b> A stone trough to carry water across the country into Roman towns.</p> <p><b>Rebellion:</b> When a group of people are angry about something the rulers do and they rise up and fight them.</p>	
Core Substantive Knowledge	<ul style="list-style-type: none"> <li>Some important Roman Leaders are Romulus, Julius Caesar, Augustus and Nero</li> <li>753BCE/BC Rome was founded by Romulus</li> <li>509BCE/BC Beginning of the Roman Republic</li> <li>55BCE/BC Julius Caesar attempts to invade Britain- he took 10000 men with him but was defeated</li> <li>44BCE/BC Julius Caesar dies and end of Roman republic</li> <li>27BCE/BC Augustus becomes emperor (beginning of the Roman Empire)</li> <li>54BCE/BC Nero becomes Roman Emperor</li> <li>43CE/AD Emperor Claudius successfully invaded Britain</li> <li>50CE/AD London was founded</li> <li>61 CE/AD Boudicca led a rebellion against Emperor Claudius. She was the queen of the Iceni Tribe.</li> <li>70CE/AD The Romans conquer Wales and the North</li> <li>79CE/AD Mount Vesuvius erupts and destroys Pompeii.</li> <li>122-128CE/AD Emperor Hadrian builds Hadrian's Wall to keep the Scots out</li> <li>401 – 410 CE/AD The Romans withdraw from Britain: Anglo-Saxon migrants begin to settle. They left Britain to defend their homeland in Italy which was being threatened by barbarians such as the Goths and the Vandals. Their homes in Italy were being attacked by fierce tribes and every soldier was needed</li> <li>479CE/AD: The fall of the Roman Empire</li> <li>Some important Roman Buildings/Monuments/Landmarks: The Colosseum in Rome, Hadrian's Wall</li> <li>That Emperors are all powerful rulers</li> <li>Roman's worshipped many Gods: know some important Gods- Atlas, Cupid, Neptune, Mars, Diana.</li> <li>Christianity was the only religion in Rome</li> <li>To know what life was like on the army: soldiers uniforms and weapons</li> </ul> <p><b>Key characteristics of life in Roman Britain:</b></p> <p>To know about Roman houses, for rich and poor people. To know about the way of life of people in Roman Britain- clothes, food, farming etc. To know about how the Romans improved life- the legacy (inventions, forts, settlements and roads- They built aqueducts to supply towns with water from springs, lakes or rivers.) To know about art works and mosaics. Romans enjoyed playing board games, dice games, hunting, watching gladiator fights and chariot races. They also liked going to the theatre. Family life was important part of Roman life. Laws were written to protect family structure. Romans gave us new towns, plants, animals, a new religion and ways of reading and counting. Even the word 'Britain' came from the Romans. The Romans stayed in Britain from 43 CE/AD to 410 CE/AD. (367 years) Amphitheatres were like large theatres where gladiator fights, animal hunts and theatre shows happened.</p> 	

<b>Core Knowledge:</b> <b>2nd Order/</b> <b>Procedural</b>	<ul style="list-style-type: none"> <li>- To know the difference between secondary and primary sources</li> <li>- To know how to ask historical questions and what evidence is needed to answer them</li> </ul> <b>Enquiry skills:</b> As for Year 3 but begin to... <ol style="list-style-type: none"> <li>1. Understand the difference between primary and secondary sources of evidence.</li> <li>2. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>3. Ask questions such as 'what was it like for a ..... during .....?'</li> <li>4. Suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>5. Choose relevant material to present a picture of one aspect of life in time past</li> </ol> <p>Knowledge linked to Chronology and use of time lines (See Progression)</p> <p><b><i>To understand that time is recorded as CE (Common Era) or AD Anno Domini and BCE (Before Common Era) or BC (Before Christ) CE and BCE are now the accurate terms.</i></b></p>
<b>Prior Knowledge</b>	Knowledge from prehistoric unit and particularly the legacy of the Iron Age people.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Low Stakes Quizzes linked to knowledge</li> <li>• Longer written response to enquiry question</li> <li>• Respond to a small selection of evidence – what do they show us about the Romans?</li> <li>• Ongoing formative assessment</li> </ul>
<b>Useful Links</b>	<a href="http://primaryhomeworkhelp.co.uk/Romans.html">http://primaryhomeworkhelp.co.uk/Romans.html</a> <a href="https://www.bbc.com/teach/class-clips-video/story-of-britain-roman-britain-animation/zvdc8xs">https://www.bbc.com/teach/class-clips-video/story-of-britain-roman-britain-animation/zvdc8xs</a> <a href="https://www.bbc.com/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j">https://www.bbc.com/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j</a> <a href="https://www.bbc.com/teach/class-clips-video/history-ks2-roman-voices/zdy32sg">https://www.bbc.com/teach/class-clips-video/history-ks2-roman-voices/zdy32sg</a>

