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| **Year 4****The Roman Empire and its impact on Britain*****British History***  |
| **Links made with other subjects** | EnglishGeography |
| **The BIG Question** | How did the Romans invade Britain and what did they leave behind when the left?  |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt this unit by answering the BIG question. This can be in the form of a fact file or short explanation answer, which can then be used as part of an oracy discussion.  |
| **History objectives**(link to NC)  | * To develop a chronologically secure knowledge and understanding of British and world history.
* Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* Understand how our knowledge of the past is constructed from a range of sources.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?  | *Children already know:** Year 1 – Changes within living memory – Houses
* Year 3 – British History – Stone Age to Iron Age
* Year 3 – Ancient Civilizations – The Ancient Egyptians
* Year 4 – Geography - Rivers / Settlements
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:* Year 5 – British History – Anglo Saxons
* Year 5 – Ancient Civilizations – The Ancient Greeks
* Year 6 – British History – The Vikings
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| **Historical strands** | Historical enquiry/ skills* Ask and answer question about the topic
* Us a range of sources to find out about the past
* Consider why and how different sources are useful
* Use artefacts, pictures, stories, visits, online sources, photographs, written accounts
* Primary and secondary sources

Continuity, change, cause and effect* Describe the impact of then on now
* Describe how Britain changed during this time – architecture, inventions,
* Devise historically valid questions about change, cause, similarity and difference and significance

Governance/ Rulership* Emperors
* Celt – Tribal Kingdoms

Chronology * Sequence important dates on a timeline using a dated scale
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| **Vocabulary/ Glossary** | Empire, emperor, invade, legions, Celts, conquer, fort, aqueduct, Boudicca, Hadrian’s Wall, bathhouse |
| **Knowledge** (see italics for knowledge to remember) | The knowledge that children will learn and remember:1. The successful Roman invasion brought to an end the period known as the Iron Age (See Year 3 Iron Age planning). The Romans came to Britain looking for riches - land, slaves, and most of all, iron, lead, zinc, copper, silver and gold.
2. Rome became the centre of an empire that was ruled over by an emperor. Caesar Augustus was the first Roman emperor. Emperors had almost complete control over the whole empire.
3. Julius Caesar first invaded Britain in 55 BC. There were several battles between the Roman army and the Celtic tribes who lived in Britain at the time, but the Romans didn’t have a large enough army and they retreated. The following year, Julius Caesar attacked Britain again with a larger army. They still didn’t defeat the Celts but the Romans promised to leave Britain if the Celts paid tribute to Rome.
4. It wasn’t until Emperor Claudius invaded for a third time nearly a hundred years later in 43 AD that the Romans finally conquered Britain. Battles continued for several years afterwards but eventually the Romans gained control and Britain became part of the Roman Empire.
5. The Romans had a very well organised army which allowed them to conquer other countries. The Roman army was one of the most successful armies in history and far more advanced than any other army at the time. Roman soldiers had to be very tough and highly trained. They had to walk long distances to battles carrying heavy equipment such as weapons, tents and food. The Roman army was made up of legions which had nearly 5000 men each. Legions were organised in a very specific way:
	* Eight men were put into a group called a tent.
	* Ten tents were put together to form a century of 80 men. A centurion was in charge of the century.
	* Six centuries were put together to form a cohort of 480 men.
	* Ten cohorts were put together to form a legion.
6. Boudica was a [Celtic](https://www.theschoolrun.com/homework-help/celts) Queen who led a rebellion against the [Roman](https://www.theschoolrun.com/homework-help/roman-empire) occupation of Britain. Boudica was a member of the Iceni tribe who lived in Norfolk. Boudica was married to King Prasutagus and they had two daughters. Under [Roman Law](https://www.theschoolrun.com/homework-help/roman-life-and-culture) Boudica, as a woman, had no right to inherit her husband’s property. Prasutagus hoped to safeguard Boudica’s position by voluntarily leaving half of his property to the Emperor Nero. In 59 or 60 AD Prasutagus died. When Boudica attempted to defy the Romans, who had come to seize her property, they had her beaten. Boudica joined forces with the neighbouring tribe of the Trinovantes to avenge this humiliation.
7. Boudica and her army first attacked Roman Colchester (Camulodunum) destroying the Temple of Claudius and killing all the inhabitants. The rebels then attacked London (Londinium) and St Albans (Verulamium), burning the Roman cities to the ground and killing their inhabitants. The rebels were finally defeated by Paulinus in 61 AD. Paulinus chose the site of the battle well and even though the Romans were massively outnumbered their superior weaponry and training enabled them to inflict a crushing defeat on the Britons.

**Roman Achievements**1. The legacy of Romans can still be seen across their empire. By the time [Emperor Hadrian](https://www.biography.com/people/hadrian-9324799) came to power in 117 A.D., the Romans no longer sought to expand their territory. Instead, they wanted to protect what they had. Under Hadrian’s orders, the Roman governors of Britain began building the wall that would later be named for the emperor to defend the part of Britain they controlled from attack. The wall is 73 miles long and it took at least six years to complete. Construction started at the east end and moved westward. The work was completed by Roman soldiers.
2. The Romans built communal bath houses for people to bathe in. Bathing was important in ancient Rome, both for keeping clean and as a social activity. People would go to the bathhouses to socialise and relax, as well as to keep clean.
3. The Romans kept towns and forts clean by using fresh water and drainage. Aqueducts brought water into towns, and drains kept the streets and houses clean. The remains of Roman toilets and baths can be seen in many Roman forts.
4. The calendar we use today was started by Julius Caesar. It is based on the movement of the Earth around the sun and is called the ‘solar calendar’. The names of our months are taken from the name of Roman gods and rulers. The month July is named after Julius Caesar himself.
5. The buildings built prior to the Romans were mainly made from timber and they were small and round. The Romans built using stone, rather than wood. Their buildings were much larger than those previously built in Britain and they lasted longer.
6. The Romans constructed wide, straight roads to help transport goods around their empire. Their empire was large and they needed reliable routes around it. They built small local roads and long, broad highways spanning thousands of miles. About 2,000 miles of these roads were in Britain.
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| **SEND expectations** | 1. The successful Roman invasion ended the period known as the Iron Age.
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6. The legacy of Romans can still be seen across their empire: bath houses, roads and calendars.
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