

Enquiry Question: Did native Britons resist or welcome the Romans and how did life change after they invaded?

Disciplinary Concepts: change and continuity, significance

Substantive: invasion, empire, settlement

Programme of Study Statements

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

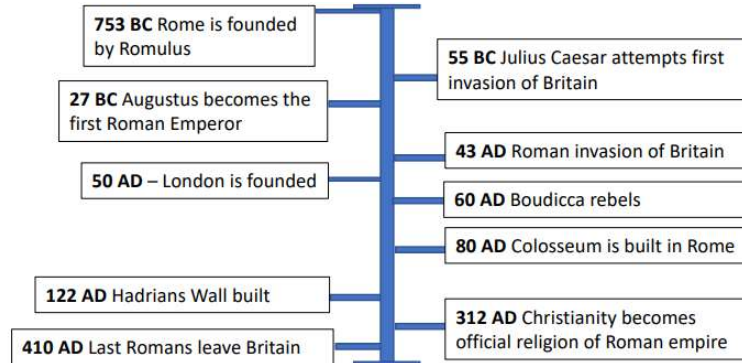
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Key Vocabulary

- Aqueduct** - A system of pipes and channels which brings clean water into towns
- Barbarian** - A person who lived outside the Roman Empire, seen as having a violent nature.
- Cavalry** - Soldiers who fight on horseback
- Chariot** - Cart with two wheels pulled by horses. Romans raced chariots, and Celtic warriors rode into battle on them.
- Cohort** - Roman army unit
- Gladiator** - A slave trained to fight other gladiators or animals in amphitheatres.
- Iceni** - a Celtic tribe who lived in eastern England.
- Latin** - The language spoken and written by the Romans
- Legion** - A military unit recruited from Roman citizens and usually around 5000 men in strength.
- Londinium** - The Roman name for London.
- Mosaic** - A pattern made from coloured pieces of stones and pottery.
- Roman** - A person who lives in or comes from Rome in Italy.
- Roman Governor** -The ruler of Roman Britain, who worked for the Roman Emperor.
- Queen Boudicca** - The wife of the ruler of the Iceni tribe.
- Stylus** - A metal pen for scratching words into wax on wooden tablets.
- Tax** - Money or items given to the government. This payment helped to pay for things like soldiers in the army and building roads.
- Tribe** - A group of people who live in one part of a country and are ruled by a chief.
- Villa** - A large house in the country. Some villas were farmhouses and some were like palaces.

<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • consider different ways of checking the accuracy of interpretations of the past • recognise when they are using primary and secondary sources of information to investigate the past • select relevant sections of information to address historically valid questions and construct detailed, informed responses • order an increasing number of significant events, movements and dates on a timeline using dates accurately • examine causes and results of great events and the impact these had on people • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children • present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> • To place the Roman Empire on a timeline • To know and understand the geographical coverage of the Roman Empire • To know the details of Julius Caesar’s attempted invasion in 55-54 BC • To know the details of Claudius’ successful invasion of Britain and why he succeeded when Julius Caesar did not • To understand the resistance by the British people and the role of Boudica • To understand the structure and power of the Roman army • To know how Romans changed the life of people living in Britain after the conquest: <ul style="list-style-type: none"> ➤ roads ➤ written language ➤ cities ➤ Christianity ➤ the calendar • To know why the Roman Empire ended
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Know that the Ancient Egyptians, Greeks and Mayans were successful civilisations • Know that successful civilisations are innovative 	<p>Future Knowledge:</p> <ul style="list-style-type: none"> • Develop understanding of why empires end

Timeline /chronology



Visits and Visitors

- Chedworth Roman Villa
- Corinium Museum
- Caerleon, Wales
- Roman Baths
- Visit to Bath

Experiences

- Roman dress up day
- Role play

Community Events and links

- Yate Heritage Centre – Loan Box
- 2004 Roman coins found in Thornbury was the largest ever discovered
- 2018 Roman Villa discovery in Stoke Gifford
- Cirencester Amphitheatre
- Great Witcombe Roman Villa
- Roman roads - Three major Roman roads converged on Cirencester (Corinium): the Fosse Way, Ermin Street and Akeman Street. Only the Fosse Way and Ermin Street have become part of our modern main road network. Look out for the long, straight stretches on the A429 (Fosse Way) north-east out of Cirencester going to the

Global Issues

- Current events – Invasions of countries today

<p>tourist towns of Bourton-on-the-Water, Stow-on-the-Wold and Moreton-in-Marsh.</p>	
<p>Key texts</p> <p>Links</p> <ul style="list-style-type: none">• https://www.lovereadingschools.co.uk/lists/16564/The-Romans• https://www.booksfortopics.com/romans• The Learning Challenge Curriculum <p>Texts</p> <p>The Eagle of the Ninth - Rosemary Sutcliff Circus Maximus: Race to Death - Annelise Grey Ancient Romans - Joshua George Rotten Romans - Terry Deary So you think you've got it bad? - Chae Strathie</p>	<p>Famous People</p> <ul style="list-style-type: none">• Boudicca• Julius Caesar• Hadrian• Augustus• Claudius