

National Curriculum Science

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should 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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Artefacts



Chariot



Aureus – gold Denarius – silver

Roman coins



Colosseum



Mosaic



Metal jacket
Woolen Tunic

Cause and Effect

Who were the Romans and how did they build their empire?



Why was the Roman army so effective?

Who was Boudicca and why did she lead a rebellion?



Why do we remember the Romans? How did they impact Britain?

Vocabulary

Celts People living in Britain in tribes, including the Iceni, Brigantes and Catuvellauni.

Citizen A person with all the rights and protections of a nation or land. In the Roman Empire, only citizens were able to vote.

Conquest Taking control of a place by force, often with an army.

Emperor The ruler of an empire.

Empire A group of countries controlled by one ruler (emperor or empress) or government.

Legion A large section of the Roman army, made up of around 5000 soldiers.

Rebellion An uprising or revolt by people who want to challenge what they believe is unfair treatment by rulers.

Roman Empire The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.

Tribe A group of people who share the same culture and values.

Chronology



Key Learning: When did this event happen? Beyond Living Memory – AD43 (over 2,000 years ago).

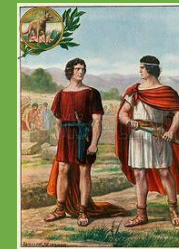
Key People



Julius Caesar



Boudicca



Romulus and Remus



Augustus

- Who were the Romans and how did they build their empire?**
The Roman army was the largest fighting force in the ancient world. It conquered a huge empire that stretched from Britain all the way to the Middle East.
- Why was the Roman army so effective? How were they organised?**
The soldiers were the best trained, with the best weapons and the best armour. There were two main types of Roman soldiers: legionaries and auxiliaries. When the Romans invaded Britain, their army was so good that it took on armies 10 times its size and won.
- Who was Boudicca and why did she lead a rebellion?**
After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge. In AD60, one leader who chose to fight was Queen Boudicca of the Iceni tribe. Even though the Romans were outnumbered by Boudicca's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won.
- What was daily life like in the Roman Britain? How did it change?**
When the Romans came to Britain, they brought their way of life with them. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.
- What did the Romans do for entertainment?**
The most popular form of Roman entertainment were spectator games, that the Romans called Ludi. Roman games were spectacular, popular events that attracted large crowds.
- What did the Romans eat?**
The Romans ate a varied diet consisting of vegetables, meat and fish. The poorest Romans ate quite simple meals, but the rich were used to eating a wide range of dishes using produce from all over the Roman Empire. Romans typically ate three meals a day – breakfast (ientaculum), lunch (prandium) and dinner (cena). The types of food they ate depended on their status in society.
- Why do we remember the Romans?**
The ancient Romans left a treasure trove of ideas to the modern world. This legacy included many concepts that are still very important even today; systems of laws and government, architecture, literature, and language are just a few key.