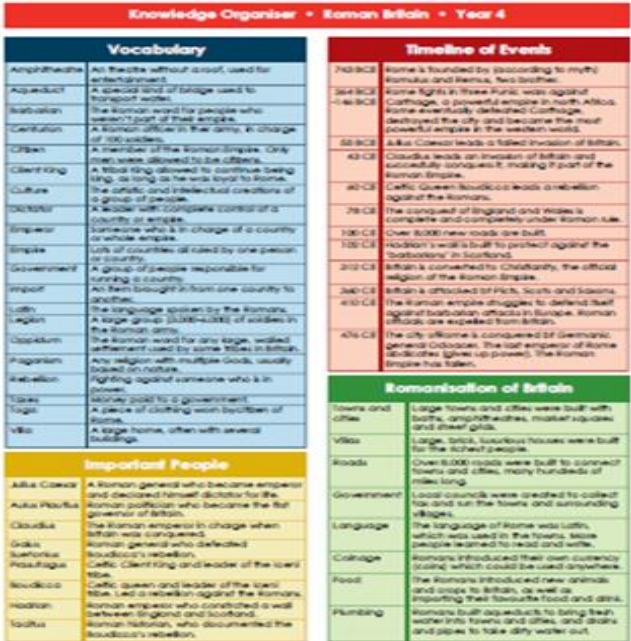


Building on prior learning	Theme overview	Preparing for future learning	Vocabulary																				
<p>Previously in year 3, the pupils will have covered. They learn about: How was Greece organised? What was the Golden Age of Ancient Greece? What did the Greeks believe? Who were the great Ancient Greek philosophers? Who won the Peloponnesian War? Why was Alexander so Great?</p> <p>Before the start of the unit they will be able to: - Describe main features associated with a period / civilisation - Describe causes and / or consequences of an historical event</p>	<p>The pupils will know the dates of the Roman Empire/invasion of Britain They will study some idea of the size/ spread of the Roman Empire. They will learn the major changes made in Britain by the Romans, including what Romanization was. They will study some things that changed/ remained the same during and after the Roman occupation</p>	<p>In year 4 Autumn 2nd term the pupils will go onto study the Anglo Saxons and Scots</p> <p>They will learn about the importance people from the time. Understand how they lived. Have knowledge about the Seven kingdoms. Understand who the Danes were.</p> <p>The pupils will know the significance of the Anglo Saxon period.</p>	<table border="1"> <tr><td>Government</td><td>Amphitheatre</td></tr> <tr><td>Import</td><td>Aqueduct</td></tr> <tr><td>Latin</td><td>Barbarian</td></tr> <tr><td>Legion</td><td>Centurion</td></tr> <tr><td>Oppidum</td><td>Citizen</td></tr> <tr><td>Paganism</td><td>Client King</td></tr> <tr><td>Rebellion</td><td>Culture</td></tr> <tr><td>Taxes</td><td>Dictator</td></tr> <tr><td>Toga</td><td>Emperor</td></tr> <tr><td>Villa</td><td>Empire</td></tr> </table>	Government	Amphitheatre	Import	Aqueduct	Latin	Barbarian	Legion	Centurion	Oppidum	Citizen	Paganism	Client King	Rebellion	Culture	Taxes	Dictator	Toga	Emperor	Villa	Empire
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NC coverage and HWJS skills development		Knowledge organiser
<p>National curriculum coverage for history</p> <p>Through the study of Roman Britain, the pupils will:</p> <p>Develop a chronologically secure knowledge of British and world history</p> <p>Develop the appropriate use of historical terms</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>HWJS skills development</p> <p>Chronology: by exploring duration/timing (timelines) and locations (World maps)</p> <p>Characteristic features: by comparing civilisations what is similar/different?</p> <p>Change and continuity: Examine expansion of empire via timeline and world map</p> <p>Cause and consequence: How Romans built up new towns and cities</p> <p>Historical enquiry: Deducing information from objects</p> <p>Connections: Why the Romans came to Britain, plus impact short and long</p>		 <p>Knowledge Organiser - Roman Britain - Year 4</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Amphitheatre: An theatre without a roof, used for entertainment. Arched road: A special kind of bridge used to transport water. Evangelist: The Roman word for people who were part of their empire. Centurion: A Roman officer in the army, in charge of 100 soldiers. Citizen: A member of the Roman Empire. Only men were allowed to be citizens. Client king: A tribal king allowed to continue being king, as long as he was loyal to Rome. Culture: The arts and intellectual creations of a group of people. Procurator: A ruler with complete control of a province or empire. Impresario: Someone who is in charge of a country or whole empire. Impire: City of countries or ruled by one person or country. Government: A group of people responsible for ruling a country. Impire: An item brought from one country to another. Latin: The language spoken by the Romans. Legion: A large group (50,000-60,000) of soldiers in the Roman army. Caesura: The Roman word for a large, walled settlement used by some tribes in Britain. Impire: Any religion with multiple gods, usually based on nature. Impire: Fighting against someone who is in charge. Impire: A piece of clothing worn by slaves of Rome. Impire: A large home, often with several buildings. <p>Timeline of Events</p> <ul style="list-style-type: none"> 70 BC: Rome is founded by (according to myth) Romulus and Remus, two brothers. 54 BC: Rome fights the Punic wars against Carthage, a powerful empire in North Africa. 47 BC: Pompeii is destroyed under Carthage. 43 BC: Octavian becomes the most powerful empire in the western world. 60 BC: Julius Caesar leads a failed invasion of Britain. 43 BC: Octavian conquers Egypt, making it part of the Roman Empire. 47 BC: Celtic Queen Boudicca leads a rebellion against the Romans. 79 BC: The conquest of England and Wales is complete and completely under Roman rule. 100 BC: Over 8000 new roads are built. 100 BC: Hadrian's wall is built to protect against the Picts in Scotland. 100 BC: Britain is converted to Christianity, the official religion of the Roman Empire. 300 BC: Britain is attacked by Picts, Scots and Saxons. 410 AD: The Roman empire struggles to defend itself against barbarian attacks in Europe. Roman officials are expelled from Britain. 410 AD: The city of Rome is conquered by Germanic people called the Visigoths. The last emperor of Rome is deposed and the Roman Empire has fallen. <p>Romanisation of Britain</p> <ul style="list-style-type: none"> Towns and cities: Large towns and cities were built with baths, amphitheatres, market squares and street grids. Villas: Large, brick, luxurious houses were built for the richest people. Roads: Over 8000 roads were built to connect towns and cities, many hundreds of miles long. Government: Local councils were created to collect tax and run the towns and surrounding villages. Language: The language of Rome was Latin, which was used in the towns. Some people learned to read and write. Coinage: Romans introduced their own currency called the AUREUS, which could be used anywhere. Food: The Romans introduced new animals and crops to Britain, as well as importing their favourite food and drink. Plumbing: Romans built aqueducts to bring fresh water into towns and cities, and drains and pipes to take dirty water out.
Connections / deepening understanding	RADE	Assessment
<p>English – The Roman conquerors</p> <p>ART – Roman shields</p>	<p>Promoting social development:</p> <p>Group working/collaboration</p> <p>Promoting cultural development:</p> <p>Developing an understanding of how our country has been shaped by incomers in the past.</p>	<p>The pupils will be assessed through ongoing assessment using the retrieval practice activities at the start of each session.</p> <p>By the end of the unit pupils will be able to give key dates; know the Empire included large parts of Europe, Greece, much of Britain and places mentioned in the Bible, at its height; mention roads, towns and facilities in towns that encouraged Britons to use them/adopt roman ways; know local religions remained until Constantine made Christianity the official religion; identify some roads/towns/villa estates etc survived long after the Romans left.</p>