

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year LKS2 Y4

NC/PoS: The Roman Empire and its impact on Britain

- Changes in Britain from the Stone Age to the Iron Age.
- **The Roman Empire and its impact on Britain.**
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

Prior Learning (what pupils already know and can do)

- Know prehistory is the time before written records.
- Know the period of prehistoric Britain ends with the Roman invasion.
- Know people from mainland Europe settled in Britain.
- Know settlements grew in size during prehistoric Britain.
- Know during the Iron Age people began to live in large tribal groups in hill forts.
- Know where Europe is and locate Italy - (LKS2 geography Europe unit).

End Points (what pupils MUST know and remember)

- Know that the Iron Age ended with the arrival of the Romans in Britain.
- Know invasion happens over time and the Romans wanted to conquer Britain for its resources.
- Know Britain was a part of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders).
- Know the Romans settled in many places including London, Chester and Warrington because of their location and these settlements continued to develop over time.
- Know the Romans had many gods and believed in an afterlife.
- Know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language.
- Know Roman Britain ended because of the fall of the Roman Empire and the arrival of other settlers – Angles, Saxon and Jutes.

Key Vocabulary

settlements, migration, empire, emperor, invasion, conquer, military, defence, infrastructure, governance, tribal, resist, rebellion, architecture, sanitation, religious beliefs, language, centralised government, collapse, settlers, culture

Enquiry question: **How did the Romans impact Britain?**

Session 1: **Chronological knowledge**

Review prior learning and recap the terms 'chronological order', 'prehistory', 'in living memory', 'beyond living memory' 'ancient history' and 'civilisation'.

Recap the terms BC/AD. Ensure children understand that sometimes the terms BCE/CE are used instead of BC/AD. Recap how when looking at events that occurred BC, the number of years counts down, but after that, the years count upwards. There is no year '0': the year 1 BC is followed immediately by AD 1.

Build a chronological timeline of previously taught units, focusing specifically on pre-history.

Consolidate chronology of settlements and migration to Britain by ordering key events on a timeline.

Key Vocabulary: settlements, migration

Session 2: **What was Ancient Rome like?**

Locate Ancient Rome on a wider timeline in relation to other civilizations and discuss the longevity of the Roman Empire.

Map work – Plot Italy and Rome on a map.

Explore how Ancient Rome developed as a settlement. Read the story of Romulus and Remus.

- The Roman Empire was an empire that spanned from 27 BCE to 5th century CE.
- The city of Rome was the empire's capital, and it became one of the most powerful civilisations in history.
- Beginning as a small village near the Tiber River in the west of Italy, Rome was a perfect location for a civilisation.
- The Tiber River provided freshwater and fertile soil for growing crops (grapes, olives, cereal). These would provide nourishment for humans as well as their farm animals. Cows, sheep and goats were raised for their milk, meat and cheese.
- The Tiber River begins in the Apennines (a mountain range) and flows to the Tyrrhenian Sea. It provided a route for transportation (i.e. boats) - Rome's imports and exports could easily flow in and out of the city.
- The Tiber could be used as a defence system. While invaders attempted to cross over, Roman soldiers could easily defeat them before they made it to shore.

Explore some of the main Roman gods – Link to prior learning on Ancient Greek beliefs and Greek Gods.

- The Romans worshipped many Gods because they believed that everything from rivers to trees, and cows to crops, had a guardian spirit watching over it.
- The people of Rome would pray to their gods at least once a day. The god they would pray to would depend on what they wanted or needed.
- The Romans decided to adopt gods from other religions. However, they would change their names to represent Roman names, and aspects of their personality too. The Romans particularly liked a lot of the Greek gods, so much so that they adopted many of them into their own religion
- The 12 main Roman gods and goddesses were originally ancient Greek gods.
- There were many other gods too, though they took a back seat in comparison to the main Olympian gods.

Jupiter

- Jupiter was regarded as the Roman equivalent of the Greek God - Zeus.
- He was the king of the gods, also known as the sky god or the great protector.
- He controlled the weather and the forces of nature, and he was known to send thunderbolts to warn the citizens of Rome.

Ceres

- Ceres was goddess of the harvest, fertility and motherhood.
- She was the counterpart of the Greek goddess Demeter.

Mars

- Mars was the Roman version of Ares.
- He was the god of war. Roman soldiers would have given frequent offerings to the **god of war – Mars**.
- Mars was the father of Romulus and Remus, the mythical twin creators of Rome. He was seen as the god who protected the city of Rome and was also believed to be the personal guardian of the emperor.
- Mars was so important to the Romans that they named a month after him - what we now call **March**.

Neptune

- Neptune is the Roman equivalent of Poseidon.
- He was the deity of the sea, although later he was associated with rivers as well.
- In art, he is often shown with a trident and a dolphin.

Tell or investigate the Roman belief in the afterlife (Elysian Fields). Link to prior learning on Ancient Greek beliefs.

- The Romans, like the Greeks, believed in an Underworld.
- The Underworld was ruled by Pluto (The Roman equivalent of Hades).
- Like the Greeks, the Romans believed in the Elysian Fields. Elysium was the place of rest for the souls of heroic and virtuous individuals and for the dead who had been blessed by the gods.

Key Vocabulary: settlement, beliefs

Session 3: **When did the Romans invade and why?**

Map work – Explore where the Romans came from and where they travelled to.

- The Roman Empire began in the city of Rome, Italy, and grew into a vast empire as the Romans conquered areas of Africa, Europe and Asia.
- Different areas of the Roman Empire, e.g. Europe, Northern Africa, and Western Asia, were ruled by different emperors.
- At its most powerful stage, the Roman Empire included (listed alphabetically by their modern country names): Albania, Austria, Algeria, Belgium, Bosnia, Bulgaria, Croatia, Egypt, England, France, Gibraltar, Greece, Hungary, Iraq, Israel, Italy, Jordan, Lebanon, Libya, Luxembourg, Moldova, Morocco, Portugal, Romania, Slovenia, Spain, Switzerland, Syria, Tunisia, Turkey, Ukraine and Wales.
- The Roman empire invaded other countries to expand their territory and became more powerful, but also for resources, wealth and the need to secure their borders.

Look at a map of the Roman Empire. Discuss why the Roman army was so successful.

- The Roman army was very well organised. It consisted of several distinct units.
- Roman soldiers spent a long-time training and practicing their skills.
- Soldiers were not just trained in fighting but also in building walls, roads and forts.

- Roman soldiers were also taught to fight as a unit rather than as individuals. They fought in tight formations and protected themselves behind long shields. One such formation was called the testudo – which in Latin means 'the tortoise'.
- In the testudo formation, the Roman soldiers formed a tight square. The soldiers on the outside protected themselves and the others behind them with their shields. The soldiers in the middle placed their shields above the heads to protect everyone in the square from arrows and rocks.
- All Roman soldiers were professionals. They were paid for their services and signed up for a period of twenty-five years. Once they retired, they were given land to live on and farm. This was quite a valuable gift, so the Romans had little difficulty in recruiting new soldiers.
- Soldiers who came from conquered lands became Roman citizens at the end of their service, giving them the right to live as free men rather than slaves.

Discuss why Roman Emperors wanted to conquer Britain to add to their empire.

- A number of Roman emperors wanted the glory of conquering Britain and adding it to the empire.
- The Romans wanted Britain's precious metals. Gold, tin and iron were all valuable to the Romans and there was plenty of it in Britain.
- The Romans also came to Britain looking for land, cattle and people to enslave.
- They wanted to weaken Britain in retaliation to their support of the Gauls (the French) against Julius Caesar.

Explore the events leading up to the conquering of Britain.

- It took the Romans three attempts to conquer Britain.
- In 55BC, Julius Caesar tried to invade but failed as the army he brought wasn't large enough and they had to retreat from battles with Celtic tribes.
- Caesar attempted to invade again in 54BC but failed again, despite having a larger army.
- Nearly 100 years later, in 43AD, Emperor Claudius invaded for a third time. The Roman army landed on the beaches in Kent with four legions of men and another 20,000 auxiliaries.
- Over the next year it battled inland, storming through hillforts and conquering anyone who stood in their way.
- With such a big army, the Romans finally managed to gain control and conquer Britain, despite battles that continued for several years.

Read through together Julia Caesar's description of Roman Britain.

Place the three invasions on a timeline.

Key Vocabulary: empire, emperor, invasion, conquer

Session 4: **Where did the Romans settle?**

Recap the expansion of the Roman empire from the previous sessions.

Explore the influence the Romans had on place names

- If a place-name has *chester*, *caster* or *cester* in it, it's almost certainly Roman (Gloucester, Worcester, Colchester, Doncaster and Manchester).
- *Caster* indicates there was once a fortified camp in that place while the word *chester* comes from the Latin word *castrum* which means *a fort*.
- Other important Roman towns included Lincoln, Exeter, York, and Bath.

Look at where the Romans settled in Britain including London and Chester. Discuss how they controlled these areas with stationed military.

London

- London (Londinium) was Britain's greatest city.
- When the Romans invaded, they built a fort beside the River Thames.
- This was where traders came from all over the empire to bring their goods to Britain.
- Londinium grew and grew, until it was the most important city in Roman Britain.

Chester

- Chester owes its existence as a city and its plan to the Romans who established the legionary fortress of Deva in AD 76.
- The Romans built Chester as a strategic position at the centre of Roman Britain, close to the Welsh mountains on a raised outcrop at the lowest bridging point on the River Dee.
- Deva was of great importance to the governance of Roman Britain and in establishing military rule in the northwest. Over time Chester's military importance declined, making way for trading and residential development outside the Roman walls (mainly around Foregate Street). At the same time the city was developing as a river port.
- The Roman amphitheatre at Chester was the largest in Britain. Used for entertainment and military training, there have been two stone-built amphitheatres on the site.

Investigate or tell children about the infrastructure the Romans improved (roads) and trade to and from Britain.

- The Romans built 10,000 miles of road across Britain.
- Romans built 55,000 miles (88,000 km) of roads to move all their soldiers and equipment around the countries they invaded. They built them so well, that many modern roads can be found in the same place. Roads were straight, so they could travel as quickly as possible without the risk of robbers and bandits hiding around any bends, ready to jump out.
- The Romans often built upon existing Celtic tribal settlements such as Winchester and Canterbury.
- Towns are designed in a grid. Streets criss-crossed the town to form blocks called *insulae*. In the middle was the *forum*. A big market square where people came to trade. The main buildings were in stone. Centuries later, these Roman towns survived to become the dominant towns of Medieval England.

Explore the growth of a trade empire (linked to armies and battles).

- Trade was an essential part of life for the Romans – trade brought in much money.
- By importing goods from other countries, they could raise their living standards and have more luxuries.
- The Romans developed sea routes covering the Mediterranean and Black Seas, built many different roads for land routes. The two main motives for building roads were trade and the moving of the Roman Army.
- The Romans did as much as possible to ensure the safety of sea journeys, for instance by building lighthouses as safe harbours and docks, and the Roman Navy made attempts for the safety of the Mediterranean Sea from pirates.
- Rome made trading as simple as could be by standardizing the currency. This single currency system made it easier to exchange goods and services across the empire.
- Spain, France, the Middle East and north Africa were the main trading partners.

Explore links to Warrington.

- 43 A.D: The Romans invaded Britain but only occupied the Southern parts of the country.
- 69 A.D: The Roman Military campaign. After this date they began to occupy and control the people. A military road was built by the Romans running from Middlewich in a North-West direction to the river crossing at Wilderspool and onwards into what is now Lancashire. Another road was built between the fortress at Chester and York via Manchester along the South side of the river. Warrington had become the key crossing point for the Romans.
- Archaeologists think there may have been a Roman fort here. It has not been proven whether the Romans built a bridge over the Mersey.
- 80 - 170 A.D: The Romans set up a supply centre of great importance at Wilderspool. It became a major Roman site and a wealthy place – there are lots of evidence of high quality Samian ware pottery. Archaeologists have found evidence of large impressive stone buildings with colonnades, hypocausts for heating systems, tiled roofs, glazed windows and even painted walls.

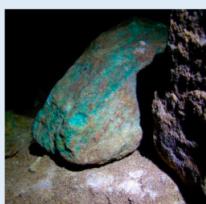
Why Warrington? This was the main North-West supply source for a wide range of military, agricultural and items for the homes (for the very same reason that the 21st century developments at the Omega site occurred).

- The Romans chose to expand their industry in the area.

Why Warrington? The large important Roman industrial centre grew as a major supply centre for the Roman armies due to the excellent accessibility where the North-South and East- West roads met the navigable upper estuary of the Mersey. Romans built up area from the bridge along the causeway to the edge of what is now Stockton Heath. The Roman industrial zone (of the old Greenalls site) near to the waterfront was perfect for river, coast and road traffic to the areas we now call Northwich, Chester, Wigan and Manchester.

- Roman industry at Wilderspool.

Why Warrington? There was copper from the Alderley Edge mines (see opposite) and already Bronze working was established in the area. They made brooches, medical instruments, mirrors, wire, nails etc. (Wire continued to be made in the area many centuries later). Here they did lead working (using lead brought by boat from Flintshire) making water pipes, coffins, weights, model toy animals and possibly evaporating pans for Cheshire salt. Glass may also have been made here. Iron goods (such as knives, spearheads, nails, farming implements, keys, wheel fittings etc.) were produced in quantity using coal from the Wigan area rather than charcoal and then sent by sea or overland by the increasing network of roads. Pottery was produced in the Stockton Heath area and Roman mortaria (grinding bowls) have been found on Hadrians Wall.



- 170 A.D onwards: Wilderspool began to decline (like industrial areas declined in the 20th



century.)

- 175 A.D: Wilderspool, once one of the great industrial centres of Roman Britain, became a small farming and fishing community again with industrial decline and dereliction. This was probably due to trends in the wider empire. The industries of Wilderspool and its regional trade centre, military stores and its wealth failed.
- 300 A.D: Christianity came to the area.
- Late 4th century: The last Roman troops were withdrawn from North-West England.

Key Vocabulary: settlement, military, defence, infrastructure, governance

Session 5: Did the native Britons welcome or resist the Romans, and why?

Recap Y3 learning on how people were governed in the Iron Age (tribal leaders and religious beliefs).

Tell the children some native Britons wanted to keep their way of life, and this caused conflicts.

- If the Celts made peace with the Romans, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight.
- After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge.

Tell the children Boudicca's story.

- In AD60, one leader who chose to fight was Queen Boudicca of the Iceni tribe.
- She raised a huge army and burned the Roman towns of Colchester and London, before heading north to St Albans.
- When the Roman army heard about this, they turned back from Wales to face her.
- 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.
- Many Britons were killed and Boudicca is thought to have poisoned herself to avoid capture. The site of the battle, and of Boudicca's death, are unknown.

Read through the description of Boudicca by Cassius Dio.

Two cities were wrecked and robbed. Romans and their allies were killed, and the Island [Britain] was lost to the Romans. What was worse was that a woman did this. Something we should be deeply ashamed of. This woman was Boudicca, a Briton of Royal family.

The rebels thought that she was their strongest leader. She was much more intelligent than women usually are. She was very tall. She looked terrifying with a fierce glint in her eye. Her voice was harsh. A great mass of startling bright yellowish red hair hung down to her hips. Around her neck she had a huge torque of gold. She wore a dress of many colours with a thin cloak over it pinned together with a brooch. This was how she normally dressed.

She had gathered together an army of about 120,000 men.

Place events of the rebellion on a timeline.

Discuss cause and consequence – What was the cause of Boudicca's rebellion? What was the consequence of Boudicca's rebellion?

Tell or investigate other rebellions and how the Romans responded e.g Hadrian's wall and Antonine wall.

- Marching 73 miles from coast to coast, Hadrian's Wall was built by Emperor Hadrian to separate Roman Britain Scotland and its Celtic tribes. Hadrian's wall was so well-built that it is still standing today.
- The Antonine Wall was the most northerly frontier of the Roman Empire built nearly 2,000 years ago. It ran for 40 Roman miles from the Firth of Forth to Old Kilpatrick on the River Clyde. At the time it was built, the wall was the most complex frontier ever constructed by the Roman army. Built on the orders of the Emperor Antoninus Pius in the years following AD 140, the wall was both a physical barrier and a symbol of the Roman Empire's power and control.

Key Vocabulary: tribal, governance, resist, rebellion

Session 6: **What did Roman Britain look like?**

Explore life in Roman Britain. Explore different social classes lived in Roman Britain.

- Beginning in the South of England, the Romans settled Roman citizens in new towns, and from there their culture spread.
- The Britons began to live the Roman lifestyle and the Romans took on local customs.
- The Romans built new towns. These were often protected by walls and there was everything a citizen of Roman Britain would need inside including:
 - Houses, shops, temples, meeting spaces, workshops and bathhouses.
 - People mainly lived in small villages of wooden houses with thatched roofs.
 - Wealthy Romans also built grand country houses called villas. Villas were large farms with a big house for the owners. They had many rooms, some with beautifully painted walls, and mosaic floors. They had lots of servants and farm workers to help run the villa.
- Men were in charge of the family in Roman Britain. Mothers were thought to be less important than fathers.
- Men worked the land or in trade. Some joined the Roman army which had soldiers from all over the Empire, from Spain to North Africa.
- Only wealthy children were educated. Boys from rich families learnt Latin and wrote on wax tablets. They were also trained with swords.
- Children could be married at the age of 14 and marriages were often arranged between families.
- Life for women in Roman times was often hard. Women ran the home, cooking, cleaning and raising the children.
- In wealthy families, enslaved people often did this work.
- Many women died young (in their 30s), because childbirth could be dangerous and diseases were common.

Key Vocabulary: wealthy, Latin

Session 7: **What did the Romans ever do for us?**

Learn how many innovations and customs made their way over to Roman Britain and the influence Romans had on life in Britain.

- The Romans built 10,000 miles of road across Britain. They built straight, hard-wearing roads which replaced the rough tracks which had been in use previous. These roads meant that travel was more efficient as it took less energy to travel over the hard surface. You can still see the remains of some Roman roads in Britain today, and many modern roads still follow their routes.
- Our modern English alphabet is based on the Roman Latin alphabet.
- In around 131 BC, the Romans invented the first newspaper called the *Acta Diurna* (daily acts). These weren't 'papers' at all, but rather pieces of metal or stone that were available in public spaces for people to read.
- Etymology - lots of words and phrases today that come from Latin. Words like *exit*, which means *they go out*, and *pedestrian*, which means *going on foot*.
- Our coins are based on a Roman design.
- Aqueducts - Large aqueducts brought water from natural sources into the towns. The Romans were masters of engineering and constructed vast networks of pipes, channels and bridges to transport fresh water to highly populated areas. Many of the above-ground structures can still be seen today. The Romans were the first to understand the link between dirt and disease, so understood the importance of clean water. Roman towns had underground systems through which used, dirty water and waste could be washed away.

- Calendar - The Romans were responsible for creating the Julian calendar, which was split into 12 months, like the calendar that we use today. It based on the movement of the Earth around the sun and the months were named after Roman Gods and rulers.
- Concrete: The Romans invented concrete, made from a mix of volcanic ash, lime and seawater, to make buildings stronger and construction easier. This material is the reason why many famous Roman buildings are still standing, more than 1500 years after the empire ended.
- Census - The Romans also began the practice of taking a census to keep track of everybody who was living in the Roman empire.
- Central heating - The Romans invented the forerunner of modern central heating. They created an underfloor heating system called a hypocaust that warmed the floors and the walls of a building.
- For relaxation, there were heated public baths (for men only) and amphitheatres where people could watch executions and gladiatorial games. There was also a shopping high street, temples, and street food outlets.

Discuss similarities and differences to Iron Age Britain. This could be done as group research and presentation.

- Buildings and architecture
- Roads and bridges
- Sanitation – sewage, toilets and baths
- Religion (first polytheist then Christianity)
- Language (Latin)
- Measurement (calendar, numerals and money)
- Tax and centralised government (Rome was in charge not tribal leaders).

Discuss these change and continuity questions– What changed in Britain when the Romans invaded? What stayed the same? Did change happened across Britain or in isolation?

Key Vocabulary: Architecture, sanitation, religious beliefs

Session 8: **Why did the Roman leave Britain?**

Consolidate learning on Roman Britain. Discuss the enquiry question - How did the Romans impact Britain?

Investigate or tell the children the reasons the Roman Empire fell and the impact on Britain.

- By 410 AD the city of Rome was constantly under attack from tribes from northern Europe. The Romans called these people 'barbarians' because they thought they were uncivilised.
- The Romans left Britain to assist back in Rome and try to stop the empire from falling.
- Many of the Roman towns in Britain crumbled away as people went back to living in the countryside.

Tell the children this period ends with the arrival of other settlers – Angles, Saxon and Jutes.

Key Vocabulary: empire, collapse, settlers

Future learning this content supports:

- Ancient Greece
- Anglo Saxons and Vikings UKS2