

## Year 4- Through the Ages: The Romans



<b>Term:</b>	Autumn 2
<b>Subject focus:</b>	History and Design Technology
<b>Non-Fiction:</b>	Explanation
<b>Fiction:</b>	Historical Narrative

Concepts	
History	Design Technology
Leadership/Legacy	Innovate/Technique/Evaluation
<p>Within this Romans topic, children build on their knowledge of a civilisation from the previous topic and will be able to make comparisons between them, such as their hierarchical system and their chosen locations. Children are able to think about their local area (London) in a historical context, noting that the Romans were the first people to create a settlement in London. Using their place knowledge from KS1, they are able to identify how London has changed throughout time.</p> <p>Learning about the Romans helps to build upon their understanding of invasions which is developed throughout the rest of KS2. The children will learn how and why people have migrated throughout the world, noting that the Romans took over North Africa which links back to their previous learning about the continent. They will learn that through this migration, people from the continents of Africa and Europe settled in the UK. Significant figures children will learn about in this unit include Boudicca, Septimus Severus and Julius Caesar.</p> <p>By the end of this topic, children will be able to identify how the Romans have had an impact on their lives today and will be able to see how history has had an impact on their own lives, bringing it back to them and their locality. (E.g. the Old Kent Road was the main road created by the Romans to cross through London).</p> <p>This unit of Design Technology gives the children the chance to find out about designs from the past. They will learn how the Romans made catapults and how this design has evolved over time. Taking inspiration from the Roman's design, they will design and make a catapult to launch a small item. In KS1 children began to learn skills needed to join materials together, this will be further developed in this unit.</p>	

History	
National Curriculum	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Julius Cesar’s attempted invasions in 55-54 BC</li> <li>• The Roman empire by AD 42 and power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian’s walls</li> <li>• British resistance, for example Boudica</li> <li>• ‘Romanisation’ of Britain, sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity</li> <li>• Chronologically secure knowledge and understanding of British history</li> <li>• Make connections, contrasts and recognise trends over time and develop the appropriate use of historical terms.</li> <li>• Devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Constructed informed responses using relevant historical information</li> <li>• Understanding our knowledge of the past is constructed from a range of sources</li> <li>• can use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• I can understand that sources can contradict each other</li> </ul>	<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• appealing product for a particular purpose and audience</li> <li>• I can create designs using exploded diagrams</li> <li>• I can use techniques which require more accuracy to cut, shape, join and finish my work</li> <li>• I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</li> <li>• I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user</li> <li>• I can apply techniques I have learnt to strengthen structures and explore my own ideas</li> </ul>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• I can use different software programs and different types of hardware</li> <li>• I can use a range of programs to complete a task</li> <li>• I understand that some computers on a network serve particular functions, such as controlling printers or sharing files</li> </ul>	
Year 4 History The Romans	
Foundation subject Knowledge and skills	
<p><b>When did this happen</b></p>	<ul style="list-style-type: none"> <li>• Place the Romans on a timeline</li> <li>• Know that Julius Cesar attempted to invade Britain in 55-54BC</li> <li>• Know why the Romans decided to invade Britain</li> <li>• Know that Claudius, the Emperor of Rome, invaded Britain in 42AD</li> <li>• Know that London was founded in 50AD</li> <li>• Know that Hadrian’s Wall was built between 122-128AD along the Scottish border as a means of defence</li> <li>• Know that in 70AD the Romans conquered Wales and the North</li> <li>• Know that in 140AD the Romans conquered Scotland</li> <li>• Know that in 350AD, the Picts and Scots attacked the border</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn how the Roman Empire ended in Britain between 401-410AD</li> <li>• Know that following the Roman Empire, the Anglo-Saxons began to settle</li> </ul>
<b>Who were the significant people</b>	<ul style="list-style-type: none"> <li>• Know that Emperor Claudius was the first Roman emperor to successfully invade Britain</li> <li>• Know that Julius Caesar was a famous leader who attempted to invade Britain</li> <li>• Know that Boudicca was a Saxon queen who fought back against the Romans</li> <li>• Know that Septimus Severus was an African Roman Emperor. Know that he ruled large parts of Europe, the Middle East and Africa. When he came to Hadrian's Wall in 208 AD, there were black soldiers already stationed there, they had travelled right across the Empire.</li> <li>• Know that Boudicca led the Celts in an uprising against the Roman Empire in 61AD</li> <li>• Look at Boudicca from the viewpoint of the Celts and the Romans</li> <li>• Know that Boudicca's revolt was initially successful but then failed</li> </ul>
<b>What was life like</b>	<ul style="list-style-type: none"> <li>• Know the terms invade and settle</li> <li>• Know that the Romans lived in Rome, Italy. Rome started to grow from a small town into a larger city around 753BC</li> <li>• The Romans ruled over nearly all of Europe and most of North Africa, including Egypt. It is thought that one of the reasons the Romans invaded Britain was to conquer land, gain more slaves and collect the many precious resources in Britain, including lead, tin, gold and silver</li> <li>• <b><u>Know how the Roman army was organised</u></b></li> <li>• Know that most soldiers in the Roman Empire came from countries outside of Italy. There were soldiers from Africa, France, Germany, Spain and the Middle East</li> <li>• Know that at its largest, there were around half a million soldiers in the Roman army. It was divided up into groups called 'legions'. Each legion had between 4000 and 6000 soldiers</li> <li>• Know that the Roman army were very advanced for their time and were well trained and had the best armour and weapons</li> <li>• Know that only men could join the army. There were two types of soldiers: legionaries and auxiliaries</li> <li>• Know that the legionaries were the elite soldiers. They had to be over 17 years old and a Roman citizen. Know that legionaries signed up for at least 25 years' service. If they survived their time, they were rewarded with a gift of land they could farm</li> <li>• Often old soldiers retired together in a military town called 'colonia'</li> <li>• An auxiliary was a soldier who was not a Roman citizen. He was only paid a third of a legionary's wage. They often guarded forts and frontiers but also fought in battles, often in the front lines where it was the most dangerous</li> <li>• Know that the Celts were living in Britain at the time of the Roman invasion</li> <li>• Know how the Romans successfully invaded Britain</li> <li>• Legions were divided into groups of 80 men called 'centuries'. The soldier in charge was known as a 'centurion' and carried a short rod to show his importance.</li> <li>• Know that some soldiers had special skills such as being able to use bow and arrows, slingshots or be able to swim up rivers to surprise an enemy</li> <li>• After a terrifying burst of arrows and artillery, the soldiers marched at a slow steady pace towards the enemy. At the last minute, they hurled their javelins and drew their swords, before charging into the enemy. They used cavalry to chase anyone who tried to run away</li> <li>• <b><u>Know that life was like for a Roman soldier</u></b></li> <li>• Know that a Roman soldier was a well-trained fighting machine. He could march 20 miles a day, wearing all his armour and equipment. He could swim or cross rivers in boats, build bridges and smash his way into forts</li> </ul>

	<ul style="list-style-type: none"> <li>• After marching all day, they would have to build a camp, complete with a ditch and a wall of wooden stakes. The next day, they would need to do it all over again</li> <li>• Know that if a soldier did not follow orders there would be tough punishments. If he fell asleep on duty, he could be sentenced to death</li> <li>• Know that Roman soldiers were not always at war—they spent most of their time training for battle. They practised fighting in formation and man-to-man. Legionaries also patrolled their conquered territories and built roads, forts and aqueducts</li> <li>• <b><u>Know what a Roman soldier wore</u></b></li> <li>• Know that Roman soldiers wore linen undershirts and a tunic made of wool. They wore body armour made of stripes iron, held together with leather strips. The cassis was the name of a soldier’s helmet. They had a shield called a Scutum and their sandals were called Caligae</li> <li>• <b><u>Know about life in Roman Britain e.g. towns, roads, constructions, public baths and entertainment</u></b></li> <li>• Know that before the Romans arrived in Britain there were no proper roads. The Celts rode horses, walked and travelled in carts pulled by oxen along paths and tracks.</li> <li>• Know that the Romans built long straight roads and some can still be seen today, two thousand years after they were built.</li> <li>• Know that roads were important for troops to be able to move quickly between places, to have better links for trading, so the Emperor could have more control if messages were sent quickly and supplies could be sent to different areas of the country.</li> <li>• Know how Romans built roads (Dig a ditch, fill the ditch with rubble and stones, dig two smaller ditches either side, cover the stones with sand or gravel, set a layer of smooth paving stones into the sand to make a hard surface.)</li> <li>• Know that people mainly lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived. However, some wealthy Romans lived in villas and palaces. Villas were large farms with a big house for the owners. They had lots of servants and farm workers to help run the villa</li> <li>• Know that you can visit some Roman villas still and see the ruins that are left</li> <li>• Know that Romans had a range of leisure pursuits, from watching gladiatorial fights to playing dice games. In southern parts of Britain, the remains of Roman amphitheatres have been found. These were sometimes used to hold gladiator fights</li> <li>• Know that the Romans loved washing and bathing and rather than it being done in private, the Romans built public bath houses in towns across their empire. Rich villa owners would have their own baths in their homes.</li> <li>• Know that you can see remains of a Roman bath in the city of Bath, in Somerset</li> <li>• Know that baths were not only places for washing but people went to the public baths for entertainment, healing or just to get clean. Some people went to the public baths to meet friends and spend their spare time there. Large bath houses had restaurants, games rooms, snack bars and even libraries</li> <li>• The average bath house would have mirrors covering the walls, the pools were lined with rich marble and the floors were covered with complicated mosaics</li> <li>• Know that in some places like Bath, a natural spring provided the bath with its water. In other places the water was either piped in or brought to the town by an aqueduct. The water was heated by the central heating system, similar to the ones Romans used in their home-hypocaust system</li> </ul>
<p><b>How does this impact today’s world</b></p>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about the Roman invasion and Empire</li> <li>• Use historical knowledge to interpret events during the Roman Empire</li> <li>• Use a range of sources, including computers, tablets and the internet to find information</li> <li>• Use computers on a network to print a document, picture or text</li> <li>• Find out what the Romans left behind that we still have in Britain today</li> <li>• Know that from the remains found of people from the Roman period, we know that there were people from Africa living in Britain at this time (Ivory Bangle Lady)</li> </ul>

- Know that Latin, the official Roman language, forms the root of many languages
- Know that many Roman buildings can still be found around the world e.g. public baths, amphitheatres, temples
- Know that we use Roman names for months and planets
- Know that the Romans were the first to introduce street stalls for food. With 10,000 soldiers in Britain having access to convenient food was vitally important and vendors serving fast food would have been common place in large towns.
- The Romans also introduced staple foods such as apples, pears and peas to Britain
- Know that advertising can be tracked back to the Romans. Traders would advertise their wares with billboards and signs. Potters would often stamp their vessels with their name, a mark of quality
- Know that the Romans introduced sanitation and plumbing to Britain. Keeping towns and forts clean through drainage and access to fresh was a new concept to Britain. The remains of Roman toilets and bath complexes can be seen across the forts of Hadrian's Wall
- Know that the Julian calendar was the first to consist of 365 days, along with a leap year every four years. It forms the basis of the Gregorian calendar we use today. The names of the months derive from Roman months. July and August are names after the early rulers Julius Caesar and Emperor Augustus

### Design Technology

#### Year 4

#### Design Technology: Construction

<b>Year</b>	<p><b>Through the Ages-Romans</b></p> <ul style="list-style-type: none"> <li>• Know why the Roman's used catapults</li> <li>• Know the materials they used to make them and the way they were joined together and made sturdy</li> <li>• Research how catapults have changed over time and the different uses for them</li> <li>• Design a catapult, with a given purpose, considering the materials, tools and techniques need to make it (Including a range of hand tools e.g. saws)</li> <li>• Consider and test different ways to make the catapult launch an item</li> <li>• Use a range of tools, including hand saws and drills to make a catapult</li> <li>• Evaluate end product against the design criteria</li> </ul>
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### Writing Outcomes

#### Non-Fiction

Write an explanation about an aspect of Roman life

#### Fiction

Write in role as Boudicca, the burning of London and the march to St Albans (Character, description and direct speech)