

Who were the Ancient Romans and what was their influence on modern Britain?



Why This? Why Now?

The Ancient Romans were prodigious builders and expert civil engineers and their thriving civilisation produced advances in technology, culture and architecture that has remained unequalled for centuries. This topic has strong links to the previous learning of the children and aims to develop this knowledge further. The children have an understanding of toys and how they are manufactured (Y1). They explore various natural and man-made materials used in the production of toys over the decades. This knowledge will be the foundations on which their new learning will be built on – learning about how the Roman’s materials and the processes they needed to manufacture them, affect the evolution of man through significant events in history and how these events shape what this evolution looks like. In Year 3, the children will first research who the Romans were, where they originated, their rise to power and how they became a dominant force in Europe. Building on this, the children will take a deep dive into the engineering innovations which shaped today’s Britain, with a particular focus on: Aqueducts, concrete, welfare, calendars and surgery.

This area of research helps to embed the children’s understanding of Commonwealth / British Values:

- an understanding of how citizens can influence decision-making through the democratic process.
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Through their provision of SMSC, schools should:

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Key Vocabulary

Amphitheatre
 Ager
 Innovation
 Engineering
 Aqueducts
 Concrete
 Welfare
 Empire
 Government
 Republic
 Caldarium
 Basilica
 Election
 Frigidarium
 Gladiator
 Hypocaust
 Ligula
 Mausoleum
 Mosaic
 Senate
 Sewers
 Strigil
 Tax
 Villa

English -National Curriculum / Skills	OVERVIEW
<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Narrative Writing – Romans on the Rampage – taking inspiration from Jeremy Strong’s insightful text, we take an in depth look at the structure of an adventure story and begin to identify the features with the final aim being to create an independent adventure story.</p> <p>Non-Fiction: Diary Writing – after reading Roman Diary by Richard Platt, the children will look at the features of diary writing and through Talk for Writing and interactive “Wow” lessons, immerse themselves in the life of a Roman soldier. The children will then aim to create their own diary whereby the apotheosis will be survival of their character.</p> <p>Newspaper Report – Through the research completed during this topic, the children will create a newspaper report which details the rise of the Roman Empire. The children will explore the features of newspaper writing including the importance of a headline and the impact the structure of a newspaper has on the reader. We will look at the purpose of reports news and use this to as a thread into primary and secondary resources and how as young historians, we much question our sources of information.</p>

Geography – National Curriculum / Skills	OVERVIEW
<p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including; types of settlement and land use, economic activity including trade links, and the distribution of natural resources <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies 	<p>The children will gain an understanding of where the Romans originated and how they shaped the Roman empire. They will research which countries fell to the rule of the Romans and how and why those countries/cities adopted the Roman way of life.</p> <p>The children will take an in depth look at how (when under Roman rule) life was affected and I’m many cases improved culturally and economically during and after the Romans invaded.</p> <p>Year 3 children will use atlases, maps, and digital mapping to locate and simulate the development and growth of the Roman army in their quest to conquer Europe. The children will highlight the key strategical elements of this invasion and the physical landmarks which influenced this decision</p>
Design and Technology – National Curriculum / Skills	OVERVIEW
<p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>Aqueducts – The children will take a reflective look at the design, and implementation of aqueducts and how necessity informed their creation. Children will research the “archway” design and investigate through careful testing and observation how this engineering revolution had an impact during the Roman occupation and later how it has evolved into its everyday use in modern life</p>

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Once the important research and design processes have been worked through, the children will plan (selecting which materials and tools are needed) and build their own version of an aqueduct. This process aims to place the children in the mindset of a Roman engineer and aims to help the children understand the limitations of planning and building something as complex as aqueducts

The children will then evaluate these replica aqueducts and suggest ways to improve them, both using materials and tools from the time of their inception to the modern day.

History – National Curriculum / Skills

OVERVIEW

Pupils should be taught about:

The Roman Empire and its impact on Britain Examples (non-statutory)

This will include:

- Julius Caesar’s attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army

Research Julius Caesar and the Rise of the Roman empire

An in depth look at the Roman Army including research into the life and times and a Roman soldier

<ul style="list-style-type: none"> • 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 	<p>Research – The children will research many sites around the northern hemisphere, which have given historians the information we have today. These include, Caerwent, Bath and Rome</p> <p>Research – The children will aim to gain an understanding of key figures in power during the rise of the Roman empire and those opposed to its projected rise to power. Caesar/Boudica/Claudius</p> <p>Children will critically analyse the strategic tactics used and the democracy and forums used to make such decisions. Key questions include: “Why this location?” and “How will this have given them an advantage?”</p>
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Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>Democracy - Ancient Rome was the wellspring for many modern government programs, including measures that subsidized food, education and other expenses for the needy.</p> <p>Rule of Law – The implementation of the medicine and sanitation which was born on the battle field.</p> <p>Ownership – Who can settle where/ What belongs to who and why?</p> <p>STAR Values – Teamwork, Resilience, Achievement</p>	<p>Interactive lesson - based on Beast Quest books where the children decide the direction the lesson takes.</p> <p>Visit to Hadrian’s Wall – Northumberland (proposed)</p>	<p>Roman Diary – Richard Platt</p> <p>Romans on the Rampage – Jeremy Strong</p> <p>Across the Roman Wall – Theresa Breslin</p> <p>You Wouldn't Want to Be a Roman Soldier - David Salariya</p> <p>Information Texts:</p> <ul style="list-style-type: none"> • What the Romans did for us • The Romans • Engineering and the Romans • Boudica
<p>Supporting Your Child at Home</p>	<p>QR Code Links</p>	<p>Knowledge Organisers</p>

<https://www.history.com/news/10-innovations-that-built-ancient-rome>

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>

<https://interestingengineering.com/19-greatest-inventions-of-the-roman-empire-that-helped-shape-the-modern-world>

