

**KS2: Year D: Summer Term: Romans** ([History](#) | [Geography](#))

History is the main focus, but some geographical learning will also be included.

**History**

<b>Focus area in Nat Curriculum</b>	Pupils should be taught about: the Roman Empire and its impact on Britain	
<b>Enquiry question(s)</b>	EQ1: What was the Roman Empire and how did it become so large? EQ2: How did the Iron Age tribes of Britain respond to the Roman invasion? EQ3: How did the Romans change Britain?	
<b>Chronology</b>	Developing children’s chronological understanding underpins every history unit. Children should have opportunities to sequence the key periods of World and British history already studied and place key events from the Roman period within an overall timeline.	
<b>Key disciplinary concepts</b>	<p><i>Cause and consequence</i> - reasons for Romans’ invasion of Britain; different ways in which Celtic tribes responded to Roman rule and what happened to them</p> <p><i>Significance</i> - how the Romans influenced or changed Britain at the time; the legacy of the Romans for life today</p> <p><i>Change and continuity</i> - the impact of the Romans on Britain and how far Celtic life changed</p> <p><i>Interpretations</i> - different interpretations about what Boudicca was really like; consider the work of real-life historians and archaeologists who study Roman Britain</p> <p>(<i>Evidence</i> is a concept in every enquiry)</p>	
<b>Key substantive concepts</b>	<p><i>Government</i> - understand how Roman Empire was governed (monarchy, republic, emperor); how Roman rule in Britain interacted with existing Celtic tribes</p> <p><i>Civilisation</i> - understand Roman culture and society, including aspects which still influence life today; role of Roman army</p> <p><i>Agriculture</i> - introduction by the Romans of more intensive farming, over 50 new food types and better tools</p> <p><i>Invasion</i> - Julius Caesar’s attempted invasion in 55-54BC; successful invasion in 43AD</p> <p><i>Trade</i> - understand how the Roman Empire enabled trade and some of the types of goods that were traded and introduced to Britain at this time.</p>	
<b>Relevant prior learning</b>		<i>Prior learning</i>
	Y3	<p>C3 also covered Ivory Bangle lady during Migration unit</p> <p>Settlements, Cities and Migration topic introduced ideas of scaled timelines and some other periods of history.</p>
		<p><i>Teaching points/notes</i></p> <p>Y3-Y5 <i>not previously covered Iron Age Britain</i> so will need teaching around what Britain was like before the Romans and how they changed life here.</p> <p><i>Additional teaching around how</i></p>

			<i>Romans relate to other periods of history that they will study later in KS2.</i>
	Y4 (as above plus)	Studied Ancient Greece and Local Study in 2024-25.	<i>Make comparisons between Roman and Greek civilisations.</i>
	Y5 (as above plus)	Studied Ancient Egypt and Anglo-Saxons / Vikings in 2023-24.	<i>Link to how Egypt became part of the Roman Empire. Anglo-Saxons invaded once Romans had left.</i>
	Y6 (as above plus)	Learnt about Iron Age Britain when in Y3.	<i>Make links to prior learning.</i>
<b>Key knowledge to cover in this unit</b>	<ul style="list-style-type: none"> <li>• The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire across Europe, North Africa and Western Asia.</li> <li>• Rome's government evolved through three main phases: a Monarchy (753–509 BC), a Republic (509–27 BC) featuring a Senate and elected consuls as a representative democracy, and an Empire (27 BC–AD 476) ruled by a centralized, autocratic emperor.</li> <li>• The success of the Roman Empire was driven by a strong and disciplined army, an organised and centralised system of government, and advanced engineering skills (creating roads, aqueducts and concrete).</li> <li>• The Roman army was made up of:             <ul style="list-style-type: none"> <li>○ <i>Legionaries</i>: elite soldiers who had to be male, Roman citizens, and at least 17 years old. They signed up for 20 to 25 years and were often given land upon retirement.</li> <li>○ <i>Auxiliaries</i>: non-citizens from conquered lands. They were paid about a third of a legionary's wage but were granted Roman citizenship after 25 years of service.</li> </ul> </li> <li>• The army was divided up into legions of 4-6000 men, which were then sub-divided into centuries of about 80 men led by a centurion. As well as fighting, soldiers were trained engineers who built roads, forts, bridges and even massive siege machines. Life was physically demanding, with soldiers expected to march 20-24 miles per day while carrying heavy equipment, build a camp every night and train constantly.</li> <li>• Slavery was essential to the Roman Empire's economy and society. People became slaves by being captured in war, sold by pirates or born to an enslaved mother. Slaves were treated as property not people and had no rights. Slaves could sometimes buy their freedom or be freed by their masters.</li> <li>• Before the Romans invaded, there was no single king or queen ruling Britain. Britain was made up of different Celtic tribes. The Celts were actually called Britons by the Romans. These people lived in small tribes, travelled little and lived in wooden roundhouses.</li> <li>• The Roman General Julius Caesar made two attempts to conquer Britain (called Britannia by the Romans). He wanted to add the rich land to the Roman Empire and punish the Celts for helping his enemies in Gaul (now France). His legions weren't able to overcome the Celts in 55 BC or 54BC, but some leaders did pay tributes (a tax) so the Romans would leave.</li> <li>• In AD43, Emperor Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men that landed in southern England. He was successful and Britannia became another province of Rom</li> <li>• Celtic tribes responded to Roman rule in different ways.</li> <li>• Boudicca was the Queen of the Celtic Iceni tribe who fought against the Roman Empire in AD 60-61. The Romans had seized her tribe's land and wealth after her</li> </ul>		

father King Prasutagus died. At first, her rebellion was successful and her army burnt the Roman towns of Colchester and London. The Roman army fought back and defeated her at the Battle of Watling Street, killing many people. It is thought that Boudicca killed herself with poison to avoid being captured.

- Cartimandua was a powerful queen of the Brigantes (from around 43 to 69AD), a tribe in northern England. Her tribe were loyal to Rome. In 51AD when another British leader, Caractacus was defeated by the Romans in Wales, he ran to Cartimandua for safety. However, she betrayed him and handed him over to the Romans, receiving great wealth in exchange. Later, she divorced her husband Venutius and he started a war against her in 59AD; the Romans sent soldiers to defend her and she defeated him. In 69AD, Venutius rebelled again and this time she had less support from the Romans, he took control of her kingdom and she disappeared from our historical records.
- Cogidubnus was a pro-Roman 'client king' who co-operated with the Romans and continued to rule his Regni tribe.
- The Romans built two walls across Britain, from east to west. These were the northernmost frontiers between the Roman Empire and the undefeated barbarian tribes in the far north.
  - In AD 122, Emperor Hadrian commanded a first wall to be built. Roman legions had tried to conquer Caledonia (Scotland) but the Picts would not give up their lands and also raided land that the Romans controlled. Hadrian's Wall took 6 years to build and was 73 miles long. Around 15,000 troops lived on Hadrian's Wall so they could defend this northern border of the Roman Empire.
  - By AD 142, Emperor Antoninus Pius ordered the building of a new wall – the Antonine Wall. After just twenty years, Roman troops retreated to Hadrian's Wall and the Antonine Wall gradually fell into ruins.
- Vindolanda (which we learn about through our Latin lessons) is located just south of Hadrian's Wall and was an important fort and settlement.
- After the initial Celtic rebellions, the Romans controlled the lands south of Hadrian's wall in relative peace and a distinctively Romano-British culture developed.
- The Romans built new towns all over Britain. Each one was laid out in a square or rectangle, with the streets running in parallel lines, and had a marketplace, town hall, shops, temples and homes; larger towns had an amphitheatre. Bath houses were elaborately designed and popular places to relax and meet friends. Houses were usually made out of stone or brick.
- Roman villas were rectangular with many rooms. They were usually built around central courtyards. The roofs had red tiles and they were usually painted white. They often had elaborate mosaics on the floors.
- Hypocausts (advanced underfloor heating systems which circulated hot air from a furnace) were used to heat wealthy villas, public bath houses and military forts in colder locations.
- To bring water to their cities, Romans built aqueducts - a system of channels and bridges - to transport water for public baths and toilets.
- The majority of people in Roman Britain were involved in farming. The Romans introduced new, more intensive farming techniques, over 50 new food types and better tools (such as the two-handed scythe, heavy-wheeled ploughs and improved sickles). Wealthy Romans some Celts built large homes in the countryside called villas, with the surrounding land used for agriculture.
- Romans worshipped their own gods when they came to Britain. Druids were outlawed by Claudius, however some Britons continued to worship Celtic deities. The Romans later introduced Christianity.
- The Roman Empire lasted for nearly 400 years in Britain. Around the start of the 5th century AD, Barbarians started to attack Rome and other parts of the Roman Empire. By 410AD, the Roman army had left Britain and the Emperor Honorius told the British authorities that they must "look to their own defences". Whilst Roman soldiers and officials left, many Romano-British citizens (people born in Britain with Roman, British, or mixed heritage) stayed. Towns and villas were largely abandoned,

	<p>the economy changed to barter, and central heating / coinage faded.</p> <ul style="list-style-type: none"> <li>• The Romans introduced many things to Britain including: fast food / street food; apples, pears and peas; the Julian calendar (which forms the basis for our current Gregorian calendar) and the names of our months; plumbing and sanitation; coins; bureaucracy and record-keeping; public baths; concrete; mosaics; Roman numerals.</li> <li>• Latin became the common language of religion, law and administration. Many of our modern words derive from Latin.</li> <li>• Our modern literature, art and architecture has also been influenced by Roman approaches to these art forms, particularly as when it was rediscovered and revived in the 15th and 16th century Renaissance, 18th century Enlightenment and during the Victorian period.</li> <li>• We can learn about the Romans through: archaeological remains such as houses, forts, walls and roads; artefacts like pottery, shoes, jewellery, tools, coins, statues and toys; inscriptions on stone carvings and tablets (e.g. Vindolanda birthday party invitation); diaries, letters and historical accounts written by Romans at the time, e.g. Tacitus, Pliny.</li> <li>• We can also use interpretations made by others of the primary evidence, such as books and podcasts written by historians, websites, 3D reconstructions, and visiting museums.</li> </ul>
<p><b>Enrichment opportunities</b></p>	<p>ARU drama production &amp; workshops - Romans in Space - Thurs 23rd April</p> <p>KS2 trip to Verulamium (St Albans) - Wed 17th June</p> <p>Range of fiction and non-fiction reading resources</p> <p>Make links to Latin curriculum</p> <p>Education Faculty loan box - tablet and stylus, Roman helmet, spoon, coins, rings</p> <p>Possible British Museum online workshop on Roman Treasures tbc</p>
<p><b>Outdoor Learning</b></p>	<p>Could look at army formations (e.g. testudo) outside.</p>
<p><b>Equalities, Diversity and Inclusion</b></p>	<p>Diversity within the Roman Empire - e.g. White Bangle lady studied in the Autumn Migration Unit; Septimius Severus, Rome's first African-born Emperor 193-211 AD. Use 'Black and British' book to support children's understanding.</p> <p>Consider experiences of different groups e.g. slaves vs citizens; men vs women, richer vs poorer.</p>
<p><b>Assessment of learning</b></p>	<p>Pre- and post-topic assessment of understanding of key vocabulary</p> <p>Regular opportunities for retrieval of prior learning / key knowledge at start of lessons</p> <p>Discussion - highlight misconceptions and clarify</p> <p>Towards end of the overall EQ - opportunities for assessing children's understanding through written or oral discussion of ideas</p>
<p><b>Vocabulary</b></p>	<p><a href="#">Vocabulary Document</a></p>

## Geography

<b>Focus of study</b>	<p>Other:</p> <ul style="list-style-type: none"> <li>• Locate world's countries, focusing on Europe: environmental regions, key physical and human characteristics, countries &amp; major cities</li> <li>• Name and locate UK countries / cities, regions &amp; characteristics - <i>Roman place names, Roman roads, extent of Roman Empire</i></li> <li>• Understand geographical similarities &amp; differences through study of human and physical geography of region in Europe - <i>brief look at Italy today</i></li> <li>• Describe and understand key aspects of human geography: types of settlement and land use; economic activity including trade links; <i>Consider location of settlements in Britain and trade in Roman times</i></li> <li>• Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</li> <li>• Use 8 points of compass, 4 and 6 figure grid references, symbols and keys to build knowledge of UK and wider world</li> </ul>		
<u><b>Big ideas / Key substantive concepts</b></u>	<p><i>Settlement</i> - why was Rome a good place for a civilisation to develop? Look at location of key settlements / forts in Roman Britain and Roman roads, including the extent to which these are still used today</p> <p><i>Trade</i> - how Roman Empire facilitated trade and introduced new foods / goods to Britain;</p> <p><i>Place, space and scale</i> - understand more about growth of Roman Empire over time and current day countries; brief comparison of climate and physical geography of Hadrian's Wall, East Anglia, Italy.</p>		
<b>Relevant prior learning</b>		<i>Prior learning</i>	<i>Teaching points/notes</i>
	Y3	Some discussion of why settlements are located where they are, as part of Settlements topic in Autumn term.	<i>Recap when look at why Rome was a good place for a settlement and why Romans chose the sites they did to settle in the UK</i>
	Y4 (as above plus)		
	Y5 (as above plus)	Comparisons made last year between climate / physical geography of Greece and the UK.  Studied volcanoes as part of Wonderful World topic in 2023-24.	<i>Use a similar approach to compare the UK and Italy.</i>  <i>Recap when discussing Pompeii / eruption of Vesuvius.</i>
Y6 (as above plus)			
<b>Key knowledge to cover in this unit</b>	<ul style="list-style-type: none"> <li>• The capital city of Italy is Rome.</li> <li>• Rome was an ideal place to settle because of its strategic position on the Tiber River, providing access to trade and sea routes while being protected by seven hills. It offered a central Mediterranean location, fertile land for agriculture and, despite flood risks, a defensible, accessible spot for early settlers.</li> <li>• Italy has a predominantly Mediterranean climate featuring hot, dry summers and mild, wet winters, though it varies significantly by region.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Mount Vesuvius, an active volcano near Naples in Italy, famously erupted in 79AD burying the city of Pompeii under 4-6m of ash and pumice. This preserved the city and its 10,000-20,000 residents in time. Nearby Herculanium was sealed in mud.</li> <li>● The Romans generally chose the locations for their settlements in Britain for strategic, economic and practical reasons. They chose areas with valuable natural resources like gold, iron, and tin; places that were close to rivers for transportation or had easy access to the sea; with flat land for building and fertile land for farming; as well as close to existing trade routes to maintain control over the landscape.</li> <li>● We can see evidence of Roman settlements in the names of modern day settlements. If a town has -cester, -caster or -chester in the name, then it was originally a fortified camp or fort e.g. Colchester, Manchester, Leicester, Lancaster. Strat or stret indicates Roman roads eg Stratford, Streatham</li> <li>● Londinium (London), Aqua Sulis (Bath) and Lindum Colonia (Lincoln) are all examples of Roman towns that still exist today.</li> <li>● There were no paved roads in Britain before the Romans arrived. The Romans built about 10,000 miles of highly engineered, direct and paved roads, often following the routes of prehistoric or Celtic trails and trackways. (More than 1000 miles of roads were built in just the first 4 years of Roman rule!)</li> <li>● Roman roads boosted trade, helped communication with the Emperor and helped the army keep control of all the different provinces.</li> <li>● Roman roads can usually be spotted on maps as they are very straight. Some of these form the basis for modern roads, eg parts of the A1 follow Ermine Street, A29 follows Stane Street, A46 follows Fosse Way and the A5 follows Watling Street</li> <li>● During the Roman period, imports included: coin, pottery, olive oil, wine, olives, salt fish and glass. Exports included: metals (silver, gold, lead, iron and copper), salt and agricultural products.</li> </ul>
<b>Enrichment opportunities</b>	KS2 trip to Verulamium - consider nature of Roman settlement there
<b>Outdoor Learning</b>	n/a
<b>Equalities, Diversity and Inclusion</b>	n/a
<b>Assessment of learning</b>	Pre- and post-topic assessment of understanding of key vocabulary Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussion - highlight misconceptions and clarify
<b>Vocabulary</b>	<a href="#">Vocabulary Document</a>