Subject: History   Year 4   Who were the Romans and what did they bring to the world?

NC/PoS:
Iron Age hill forts: tribal kingdoms, farming, art and culture
Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army 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

Prior Learning (what pupils already know and can do)

– How did Britain change between the beginning of the Stone age and the end of the Iron age?
– What did the Ancient Egyptians bring to world?
– What did the Ancient Greeks bring to the world?

End Points (what pupils MUST know and remember)

- Understanding the geographical origins of Rome and significant events leading to its expansion.
- Knowledge of Roman engineering feats such as aqueducts, roads, and bridges.
- Insight into the structure of Roman government and the development of legal systems.
- Knowledge of significant people and people in power.
- Understanding how Roman ideas have influenced modern society, especially in law, governance, and engineering.
- Know what the Romans did for entertainment.

Key Vocabulary

– **Empire** – A large group of countries ruled by one person or country.
– **Rome** – The capital city of the Roman Empire, in Italy.
– **Emperor** – The leader or ruler of an empire.
– **Soldier** – A person who fights in an army.
– **Legion** – A group of Roman soldiers.
– **Centurion** – A Roman army officer in charge of about 100 soldiers.
– **Invasion** – When one country enters another by force, usually with an army.
– **Conquer** – To take control of a place or people by force.
– **Aqueduct** – A bridge-like structure built to carry water into towns and cities.
– **Baths** – Public buildings where Romans washed, relaxed, and socialised.

- **Villa** – A large house in the countryside owned by wealthy Romans.
- **Gladiator** – A person who fought animals or other people for entertainment.
- **Chariot** – A two-wheeled cart pulled by horses, used in races and battles.
- **Tunic** – A simple piece of Roman clothing, like a long shirt.
- **Mosaic** – A picture made from small pieces of coloured stone or glass.
- **Latin** – The language spoken by the Romans.
- **Roads** – The Romans built strong, straight roads to connect the empire.
- **Colosseum** – A huge stadium in Rome used for gladiator fights and shows.
- **Gods and Goddesses** – Romans believed in many gods, like Jupiter and Venus.
- **Legacy** – Something left behind by people from the past that we still use today.

Component 1: LO: To understand who the Romans were.

Evaluation of Prior Knowledge

Before beginning the lesson, it is essential to assess what students already know about the Romans. This can be done through a brief class discussion where students can share any previous knowledge or experiences. Questions to prompt discussion may include:

- Have you ever heard of the Romans before? What do you think they were like?

- What do you know about ancient civilizations?

- Do you know where the Roman Empire was located?

Input

- **Direct Instruction**: The teacher will present a short power-point presentation or video that introduces who the Romans where and aspects of Roman history. Key points will include:

    o   The origin of the Romans in Italy.

    o   The expansion of the empire and emperors like Julius Caesar and Augustus.

    o   Key features of the Roman empire including roads, aqueducts, and military prowess.

    o   The contributions of the Romans to modern society, such as law, architecture, and engineering.

Guided Group Activity

- **Group Work**: Students will be divided into small groups, each assigned a specific area of Roman life to investigate (e.g., daily life, military, architecture, or governance).

- Each group will receive resources such as books, diagrams, and internet access if available.

- **Guided Questions**: As they investigate, the teacher will provide guided questions to assist groups in their research, such as:

  - What was important about this aspect of Roman life?

  - Who were significant figures related to this area?

Reporting Back

- Groups will present their findings to the class in a short presentation, sharing key facts they learned about their assigned topic. This reinforces understanding through teaching.

Adaptation for More/Less Confident Pupils

- **More Confident Pupils**: Students who show greater understanding can be tasked with researching a specific Roman achievement and presenting it to the class more thoroughly, or they can assist peers who need more help.

- **Less Confident Pupils**: Provide sentence starters to assist in their presentations and allow them to work in pairs for support. They may also be given a simpler section of material with essential facts highlighted for easier comprehension.

Vocab

- **Empire**: A group of countries or regions controlled by a single ruler or government.

- **Civilisation**: A complex society with its own social, political, and economic structures and cultural practices.

- **Aqueduct**: A structure built to carry water over long distances.

- **Legion**: A unit of the ancient Roman army, usually consisting of about 5,000 soldiers.

- **Senate**: The governing body of ancient Rome consisting of elected officials who proposed laws.

Component 2: LO: To explore Roman inventions and technological advancements

Evaluation of Prior Knowledge

Before starting the lesson, students will engage in a brief discussion to assess their prior knowledge of Ancient Rome. The teacher will ask questions such as:

- "What do you already know about the Romans?"

- "Can anyone name any inventions or buildings from Ancient Rome?"

- "How do you think Roman technology has influenced our lives today?"

Starter

- o Begin with a visual stimulus, such as a short video clip showcasing Roman inventions (e.g., roads, aqueducts, and the calendar), drawing students' attention.
- o Ask the students, "What do you think was life like before these inventions?" to set the context.
- o Record their ideas on a whiteboard.

Input

- o Introduce the topic by explaining each of the key Roman technological advancements:
    - ▪ **Roman Roads**: Discuss how these facilitated trade and travel. Draw comparisons to modern roads.
    - ▪ **Aqueducts**: Explain how aqueducts transported water and the importance of clean water for cities.
    - ▪ **The Julian Calendar**: Describe how this reform allowed for better timekeeping.
- o Use diagrams or illustrations to clarify complex concepts. Show a map of Roman Britain to contextualise locations.

Class Discussion

- o Facilitate a discussion around the impact of these technological advancements. Pose questions such as:
    - ▪ "How did Roman roads improve trade?"
    - ▪ "In what ways did aqueducts change life in cities?"
- o Encourage students to think of examples from today that relate to Roman innovations.

Independent Task

- o Ask students to choose one Roman invention and create a small poster that includes the following details:
    - ▪ A picture or drawing of the invention.
    - ▪ A brief description of how it works.
    - ▪ An explanation of its significance.
    - ▪ Any modern-day equivalents.
- o Provide templates and examples to guide them.

Key Vocabulary with Definitions

- **Technology**: The application of scientific knowledge for practical purposes, especially in industry.

- **Invention**: The act of creating something new that did not previously exist.

- **Aqueduct**: A bridge-like system built to carry water across valleys and hills.

- **Road System**: A network of pathways established for transportation of goods and people.

- **Architecture**: The art and science of designing and constructing buildings.

- **Infrastructure**: The basic physical systems and structures needed for the operation of a society.

Component 3: LO: To understand the role of the Roman Laws and government.

Evaluation of Prior Knowledge

Before the lesson begins, the teacher should assess students' prior knowledge on the following:

- Previous lessons on the Romans.

- Basic understanding of what laws are and why they are important in society.

- Students' familiarity with key terms (e.g., government, laws, citizen).

- **Starter Activity**

  o Begin with a question: "What do you think a law is?"

  o Facilitate a few responses and write them on the board.

  o Show a short video clip (2-3 minutes) introducing Roman laws, highlighting one or two key features, such as the Twelve Tables and their importance.

Input :

  o Use a PowerPoint presentation to introduce Roman laws and government. Include:

    ▪ The concept of democracy in Ancient Rome.

    ▪ Key Figures: Consuls, Senators, and Plebeians.

    ▪ Important laws from the Twelve Tables.

  o Break down each role within the Roman government:

    ▪ Explain the role of Consuls (elected leaders).

    ▪ Discuss the Senate (advisory council).

    ▪ Describe Plebeians and Patricians (social classes).

  o Allow time for questions after each section to ensure understanding.

- **Main Activity** :

  o **Group Work**: Divide the class into small groups. Each group will receive a different aspect of Roman laws to explore (for example, family laws, property laws, criminal laws).

  o Using the provided worksheets, each group will:

    ▪ Research their assigned law using books and tablets.

    ▪ Create a poster that outlines the key information about their law, including what it was, its purpose, and its importance.

  o Encourage creativity, suggesting that they include drawings, diagrams, or even a short dialogue that demonstrates the law in action.

- **Class Presentations**

    o Each group will present their poster to the class. Allow for a Q&A session after each presentation to foster engagement.

Adaptation for More/Less Confident Pupils

- **More Confident Pupils**: Encourage them to take on more complex aspects of the law or to provide deeper analyses in their presentations. They could also be tasked with creating a short skit based on their law.

- **Less Confident Pupils**: Provide sentence starters or guided questions on the worksheets. Pair them with a more confident peer in groups to foster collaborative learning.

Key Vocabulary with Definitions

- **Law**: A rule made by a government that citizens must follow.
- **Government**: The group of people and organisations that make laws and decisions for a country.
- **Senate**: A group of people in ancient Rome who advised the government, mostly made up of wealthy Romans.
- **Consul**: An elected leader in Roman government, responsible for commanding the army and directing the government.
- **Plebeian**: A common citizen of Rome, not a member of the wealthy class.

Component 4 LO: To explore key Roman figures and significant people.

Evaluation of Prior Knowledge

Before beginning the lesson, the teacher will assess prior knowledge by asking students what they already know about the Romans. The following questions can be posed:

- Who can name any famous Roman figures they have heard of?

- What do you know about how power worked in ancient Rome?

- Have you learned anything about the Roman Empire in previous lessons?

Starter Activity

- Begin with a brief visual presentation featuring images of key Roman figures, such as Julius Caesar, Augustus, and Pompey.

- Encourage students to make predictions about who these figures are and their importance.

- Use an interactive whiteboard to write down students' responses.

Input

- Provide a short direct instruction segment focusing on the following key figures:

o **Julius Caesar**: Discuss his role as a military leader and dictator.

o **Augustus**: Explain how he became the first emperor and reformed Rome.

o **Cleopatra**: Highlight her political alliances and relationships with Roman leaders.

- Use a narrative storytelling approach to ensure engagement, embedding key vocabulary naturally within the context.

Group Activity

- Divide the class into small groups of 4-5 students. Each group will receive a set of resources, including short biographies, fact cards, and photos related to one Roman figure.

- Students are tasked to explore their assigned figure and create a mini-poster that includes:

o The figure's name.

o A drawing or picture.

o Key facts about their life and significance to Rome.

- After 15 minutes, each group will present their poster to the class, sharing the important contributions of their Roman figure.

Independent Task

- Each student will write a short paragraph summarising which Roman figures they found most interesting and why.

- Do they think they were a good leader?

- Do they think they impacted Rome.

Adaptation for More/Less Confident Pupils

More Confident Pupils:

- Encourage them to delve deeper by researching additional figures or events related to the Roman Empire.

Key Vocabulary with Definitions

- **Emperor**: A ruler of an empire, often considered very powerful and influential.

- **Dictator**: A leader with absolute power, especially one who gains power by force.

- **Contributions**: The acts of giving or adding to something, in this case, what each Roman figure added to society or history.

- **Empire**: A group of countries ruled over by a single sovereign or authority.

Component 5 LO: To understand the Romans and how they entertained themselves.

Evaluation of Prior Knowledge

Prior to the lesson, the teacher will assess the students' understanding of the Romans by asking:

- What do you already know about the Romans?
- Can you name any Roman inventions or buildings?
- Have you heard about any events or activities that Romans might have enjoyed?

This can be done through a brief class discussion or a think-pair-share activity where students talk in pairs about what they know.

Instructional Strategies

The instructional strategies for this lesson will include the following detailed steps:

Step 1: Introduction

- Begin with a short video clip (2-3 minutes) showcasing various Roman entertainment forms such as gladiator games, theatre performances, and chariot racing. This will captivate the students' attention right from the start.
- Lead a discussion using the video as a prompt. Ask students to share their thoughts on what they found interesting or surprising.

Step 2: Direct Input

- Present information about different forms of entertainment in Ancient Rome using a PowerPoint presentation. Key points should include:
  - The Colosseum and gladiatorial games.
  - The Circus Maximus and chariot races.
  - Roman theatres and theatrical performances.
  - Public baths as social entertainment venues.
- As the teacher, it is essential to provide visual aids such as images of the Colosseum, artefacts, and art depictions related to Roman entertainment to enhance understanding.

Step 3: Group Activity
- Divide students into small groups of 4-5.
- Assign each group a specific form of Roman entertainment (e.g., gladiatorial games, theatre, chariot racing, public baths).
- Provide each group with a large piece of paper and markers. Instruct them to create a poster that includes:
  - A drawing or collage pertinent to their assigned entertainment.
  - A few facts they have learned about that entertainment form.
  - The reasons why Romans enjoyed this form of entertainment.
- Circulate among the groups to offer guidance and ensure they are on task.

Step 4: Group Presentations
- Allow each group 2 minutes to present their poster to the class. Encourage them to discuss their assigned form of entertainment and why it was important to the Romans.

Adaptation for More/Less Confident Pupils
More Confident Pupils:
- Encourage them to research one additional form of entertainment not covered in class and present their findings to the class for extra credit.
- Ask them to create a short skit or role-play based on their assigned entertainment to engage their creative skills.

Less Confident Pupils:
- Pair them with more confident peers for the group activity to offer support.
- Provide sentence starters or scaffolding prompts on their poster to help them articulate their thoughts better.
- Allow them to create a more straightforward pie chart of the entertainment sources and their popularity during the Roman era.

Component 6 LO: To explore the legacy left behind by the Romans.

Evaluation of Prior Knowledge

Before delving into the lesson, the teacher will assess students' existing knowledge about the Romans. This can be done through a brief discussion where students can share what they already know or have learned about the Romans, including key figures, events, or inventions. The teacher can use prompts such as:

- "What do we remember about the Romans?"

- "Can anyone tell me something the Romans built?"

- "What do you think the legacy of the Romans is?"

Step 1: Starter - Introduction to the Roman Legacy
- Begin the lesson with a brief discussion that captures students' attention. Show a short, engaging video clip (2–3 minutes) that highlights the Roman influence in Britain, focusing on architecture and infrastructure.
- After the clip, ask students what caught their attention the most. This will serve as a hook.

Step 2: Input - Teacher-Led Exploration of the Roman Legacy
- **Explain Key Vocabulary**:
  - **Legacy**: Something passed down from the past.
  - **Architecture**: The art of designing buildings.
  - **Infrastructure**: The basic physical systems of a community, including roads and bridges.
  - **Civic**: Relating to a city or town, especially its administration.
- Use a visual aid (e.g., a presentation with images) to introduce key Roman contributions:
  - **Roads**: Discuss how Roman roads connected cities and enabled trade.
  - **Architecture**: Highlight significant structures like the Roman baths and amphitheatres.
  - **Language**: Discuss the influence of Latin on modern English vocabulary.
  - **Coins**: Explain how Romans introduced currency to Britain.

Step 3: Interactive Discussion
- Lead a whole-class discussion, encouraging students to ask questions and share opinions about how they think these aspects of Roman legacy affect their lives today.
- Ask guiding questions such as:
  - "How do you think our roads would look without the Romans?"
  - "Can you think of any words we use today that come from Latin?"

Step 4: Activity - Roman Legacy Fact Sheet
- Each student will independently create a fact sheet summarising one aspect of the Roman legacy (architecture, roads, language, or coins). Students will use the provided templates to write down key facts, draw illustrations, and list examples.

- Provide a clear example of a completed fact sheet to show expectations.
- Teachers will circulate during this time to provide support and help clarify any misunderstandings.

4. Adaptation for More/Less Confident Pupils

- **For Less Confident Pupils**: Provide a partially completed fact sheet template with prompts (e.g., sentence starters). Allow these pupils to use word banks or picture dictionaries to assist them in their research.
- **For More Confident Pupils**: Challenge them to create a more detailed fact sheet or a small poster. Encourage the use of additional resources, such as books from the library or trusted websites. They could also include a brief paragraph on how these Roman elements still exist today.

Key Vocabulary with Definitions

- **Legacy**: Something that is handed down from the past or the impact of an individual or group.
- **Architectural**: Related to the design and structure of buildings.
- **Language Influence**: The impact that one language can have on another in terms of vocabulary and expression.