Class 2

September 2020:

The Romans

Half Term 1: Life in Roman Italy

Half Term 2: Roman Impact on Britain

Our Curriculum Intent:

To foster children who are aware of the world and their position within it by knowing how lucky they are and how others are far less fortunate. To actively be able to look out for, support and show kindness and empathy towards others, so they become citizens of the world whose aim is the betterment of society. To know and to be proud of where they are from and to fluently use a wide range of appropriate vocabulary when discussing and writing across our wide curriculum.

During this topic, the children will learn about life in Roman Italy and Britain and compare and contrast their ways of life with modern life. They will learn how the Romans significantly impacted our modern way of life through important inventions such as roads and toilets to improve our quality of life. Through reading 'Escape from Pompeii' children will start to learn about natural disasters and realise how lucky we are to have never experienced destruction or loss of homes. The children will find out about the importance of Roman history in Derbyshire when they learn about the first settlement in Derby which was made by the Romans.

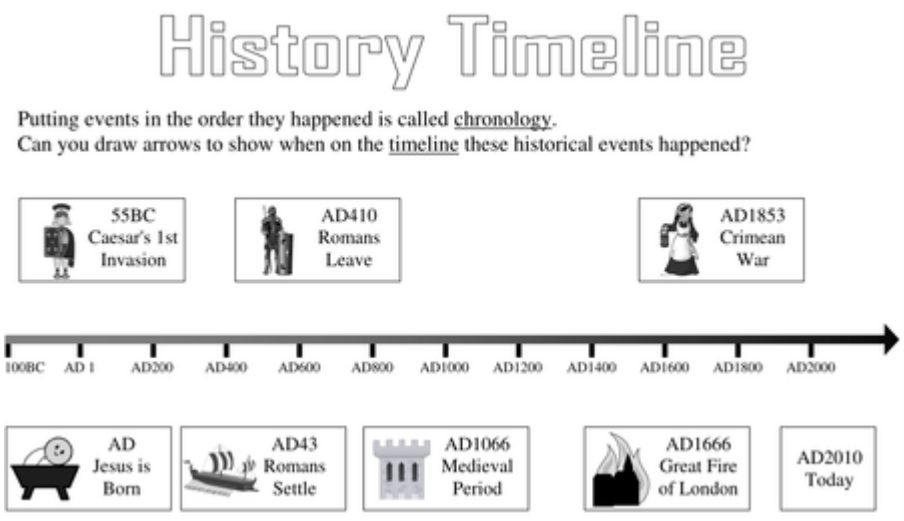
The Morley Journey	
Class 1	
Class 3	
Subjects	**Areas Covered**
English/ Books	Escape from Pompeii Setting descriptions, recounts Emotive writing linked to 'Gladiator' Roman Emperor Speech/Monologue Roman battle scene Instructions to be a Roman Soldier and persuasive letters Poetry – Roman Imagery
Science	Nutrition – how did a Roman diet differ to our modern diet? Skeletons and muscles of humans for protection and movement - Gladiators
History	The Roman Invasion Emperor Nero, Julius Caesar, Spartacus, Boudica Roman Villas and Towns Roman Roads and Aqueducts Why did the Roman Empire suddenly end? Romans and their impact on Britain

Geography	Location of countries within the Roman Empire Compare and contrast the UK with Rome Knowledge of the UK e.g. Hadrian's Wall
Art	Roman mosaics. Study mosaics and tell stories using them. Develop their technique (of printing) including their control and use of materials. Explore ideas to improve mastery of art and design techniques (printing). Begin to evaluate and analyse their work.
D&T	Investigate and analyse a range of existing money containers. Select from and use a wider range of textiles according to their functional properties and aesthetic qualities. Learn how to sew using a range of stitches. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Music	Music Express and Wider Opportunities
Computing	
RE	L2.7 What does it mean to be a Christian in Britain today? L2.2 Why is the Bible so important for Christians today?
PHSE	Being Me Differences and Diversity
Enrichment	Blue John Mines and Roman Museum in Buxton

Key Knowledge: Half Term 1 Life in Roman Italy

What I should know at the start of the topic	• I know that there are seven continents and that Britain is in Europe. • How to use basic geographical vocabulary to describe a place (physical and human features) • I can identify and name basic parts of the human body and know the importance of eating the right amounts of different foods.

Significant People	**Emperor Nero -** Nero was a Roman Emperor born in 37 AD who ruled Roman Empire from 54 to 68 AD. He came from an imperial background and became Emperor when he was only seventeen years old (the youngest Roman Emperor until that time). While he is infamous for playing fiddle while Rome burnt (Great Fire of Rome- 64 AD), some historians believe that he in fact did all he could to help victims of fire and initiated a huge rescue and relief effort. Many historians wrote that Nero was popular among common people for his generosity and decrees in favour of poor, while rich and powerful despised him. **Spartacus** – Spartacus lived the life of a gladiator. He was basically a slave who was forced to fight for the entertainment of the Romans. He was sent to a gladiator school where he constantly trained to fight. He was then put into the arena to fight animals or other gladiators. Some of the fights were to the death. His life as a gladiator was difficult. He became tired of risking his life for the entertainment of others. He wanted to escape and go home. In 73 BC, seventy gladiators, with Spartacus as their leader, escaped from the gladiator school. They were able to steal their weapons and armour and fight their way free. They fled to Mount Vesuvius near the city of Pompeii gathering more slaves to their small army as they went.
Key Information	• Rome was founded in 753BC by brothers Romulus and Remus. • Even though they were based in Rome, Italy, they ruled over land that stretched far beyond the borders of Rome. This was called the Roman Empire which covered large parts of land all around the Mediterranean Sea and even parts of Great Britain. • The Romans acquired land mainly by fighting battles with other groups of people like the Celts. When the Romans won, they'd get more territory to add to the Empire. • Rome was a republic before it became an empire – it was governed in a different way and had rulers that were elected through votes. • The first 200 years of Roman Empire is called the Pax Romana which means 'Roman peace' – it was a time of great prosperity for the Romans. • Roman armies were known for being excellent in battle – they used their weapons well, they worked well as a team and they nearly always defeated their enemies. • Roman culture had a huge influence on other cultures.

Diagrams	  	
Vocabulary	Ruler	A person exercising government or dominion.

Ninja 	Govern	To rule or lead.
	Traitor	A person who is disloyal to his or her country, friends or another group.
	Allegiance	Loyalty or dedication to a person, country or belief.
	Centurion	An officer in command of a company of about one hundred men.
	Obedient	Likely or willing to obey rules or orders.
	Legionary	A soldier in a Roman legion.
	Settlement	A place where people have recently settled; colony.
	Invasion	An act of invading by an enemy or hostile army.

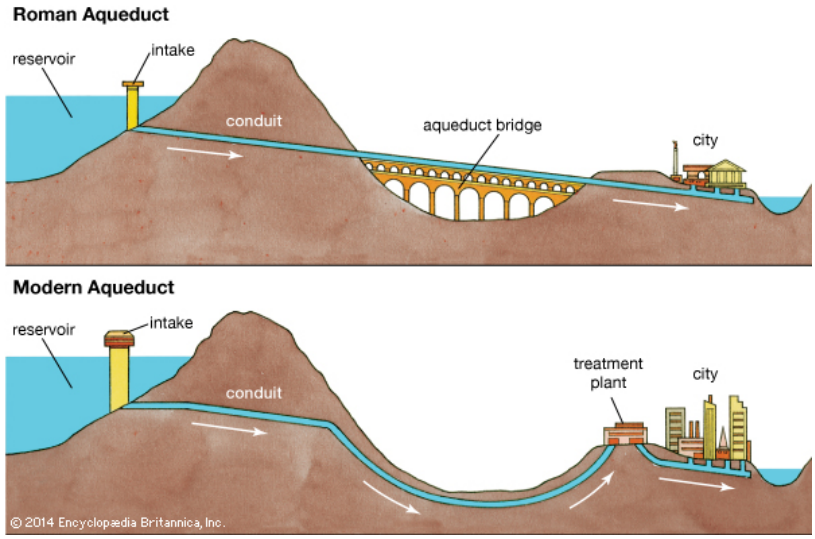
Key Knowledge: Half Term 2 Roman Impact on Britain

What I should know at the start of the topic	• I know that the Romans invaded many countries and were governed by different rulers. • I know about the Roman way of life in Italy. • I know about some aspects of Roman culture e.g. mosaics, villas, baths.

Significant People	**Julius Caesar** – Julius Caesar was born in the year 100BC. At around the age of six, he began his education. He was taught by a private tutor and learned how to read and write. He also learned about Roman law and how to speak in public. These were important skills he would need as a leader of Rome. Caesar's father died when he was sixteen. He became the head of the family and was responsible for his mother Aurelia and his sister Julia. At the age of 17 he married Cornelia, the daughter of a powerful politician in Rome. Caesar joined the army and left Rome in order to avoid his family's enemies and allies. Caesar became a military hero from his years in the army and quickly rose up the ranks in the Roman government. At the age of 40 Julius Caesar was elected to consul. Consul was the highest-ranking position in the Roman Republic. As governor of Gaul, Caesar was in charge of four Roman legions. He was a very effective governor and general. He invaded Britain twice. The second invasion consisted of 628 ships, five legions and 2,000 cavalries. The force was so imposing that the Britons didn't dare contest Caesar's landing in Kent. In 46 BC Caesar returned to Rome. He was now the most powerful man in the world. The Senate made him dictator for life and he ruled like a king. He made many changes to Rome. He built new buildings and temples in the city of Rome. He even changed the calendar to the now famous Julian calendar with 365 days and a leap year. Some people in Rome felt that Caesar was too powerful. They were worried that his rule would put an end to the Roman Republic. They plotted to kill him. The leaders of the plot were Cassius and Brutus. On March 15, 44 BC Caesar entered the Senate. A number of men ran up to him and began to attack him and killed him.  **Boudica -** The name **Boudica means Victoria or Victory**. Boudica was a Celtic Queen who led a rebellion against

Derby	The first human settlement of Derby was by the Romans who built a fort on high ground in Belper, overlooking the River Derwent. They soon realised the importance of the are and around AD80 built a new fort, called Derventio, on the East side of the Derwent. In the 1970s a suburb of Derventio was discovered on Derby Racecourse with a road, timber buildings, kilns and a cemetery. The Romans stayed in Derby for over three centuries.
Key Information	• The Romans invaded Britain and started ruling it in 43 AD. When the Romans were in Britain, they based themselves in London, which they called Londinium. • Roman technology made its impact in road building and the construction of villas, forts and cities. Many Roman roads are still following today; they built them as straight as possible to ensure that soldiers and supplies could move from town to town as quickly as possible. • The Romans also built water supply, sanitation and sewage systems. Romans used aqueducts to supply towns with water from springs, rivers or lakes. • Men were in charge of the family in Roman Britain. Mothers were thought to be less important than fathers. Life for women in Roman times was often hard. Women were expected to run the home, cook meals and raise children. Wealthy women were lucky: they had slaves to do the work for them. • Many girls were married at the age of 14. Marriages were often arranged between families. A man could divorce his wife if she did not give birth to a son. Many women died young (in their 30s), because childbirth could be dangerous and diseases were common. • The Romans left Britain in 410 AD because the armies were needed to defend other parts of the Empire. The Anglo-Saxons were the next people to rule England. • The Roman Empire lasted for a long time. It split into two parts in 285 AD, with the Western Empire ending in 476 and the Eastern Empire being overthrown in 1453.

Diagrams


Roman Aqueduct
reservoir
intake
conduit
aqueduct bridge
city
Modern Aqueduct
reservoir
intake
conduit
treatment plant
city
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Roman Roads in Britain
Based on Reynolds' Iter Britanniarum, Jones & Mattingly's Atlas of Roman Britain, Frere's Britannia, and Codrington's Roman Roads in Britain; and other, minor sources.
0 km 100
0 mi 50
Antonine Wall
Hadrian's Wall
Cataractonium
Eburacum
Mamucium
Lindum
Segontium
Deva
Viroconium
Venta
Venonis
Moridunum
Isca
Corinium
Londinium
Camelo-dunum
Calleva
Dubris
Isca
Noviomagus
Durnovaria



Vocabulary Ninja 	Ruler	A person exercising government or dominion.
	Impact	A strong and powerful effect.
	Culture	The language, customs, ideas and art of a particular group of people.
	Aqueduct	A structure like a bridge for carrying a waterway of pipe across a river or valley.
	Fort	A strong building used during battles for protection and defence.
	Celt	A member of any of the Indo-European peoples whose language is Celtic, such as the Irish, Scottish Highlanders, Welsh, or Bretons.
	Empire	A group of nations or peoples under one ruler or government.
	Collapse	To stop working or end; fail.