



Term 6

Unit Overview: LKS2 History

Expansion and Invasion: The Roman Empire

Enquiry Question – How did the Roman Empire become so enormous and powerful?

<p>National Curriculum link: The Roman Empire and its impact on Britain.</p> <p>Chronology:</p> <ul style="list-style-type: none">- Know that history is broken into periods of time and that they fit together to form a narrative. Other periods of history happen concurrently in the world. <p>History Concepts:</p> <ul style="list-style-type: none">- Understand historical concepts such as cause and consequence, difference and significance, and use them to make connections, draw contrasts, frame historically valid questions and create their own structure accounts, including written narratives and analyses.- Describe and make links between main events, situations and changes within and across different periods.	<p>How did the Roman Empire become so enormous and powerful?</p> <p>Substantive knowledge: Concepts</p> <ul style="list-style-type: none">❖ Trade<ul style="list-style-type: none">o The silk road trade route brought the Romans into contact with Asia through trade.❖ Settlement<ul style="list-style-type: none">o Settled in places close to the sea.❖ Civilisation/empire<ul style="list-style-type: none">o How the empire grew and expanded. <p>▪ When was Rome founded?</p> <ul style="list-style-type: none">o The Roman Empire was founded in 27BC, with Caesar Augustus establishing himself as Rome's first emperor in 31 BC.o The Roman period began in around 750BC (according to the myth).o They first conquered the rest of mainland Italy and then the territory around them. <p>▪ How enormous did it become?</p> <ul style="list-style-type: none">o The Roman Empire was one of the greatest empires in history, spanning across Europe and North Africa. Considered to be one of the most influential historical civilisations, the Roman Empire began in Rome, Italy and grew into a vast empire as the Romans conquered areas of Africa, Europe and Asia.o They first conquered the rest of mainland Italy and then the territory around them. The spread is an interesting way to understand how geography plays a role in the conquest	<p>Key Topic Vocabulary Europe, Italy, Rome, military, conquer, emperor, invade, citizen, empire, legion, chronology, duration, continuity and change.</p> <p>Phonics / polysyllabic words Em/pire In/va/sion Mi/li/ta/ry</p>
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- Identify historically significant people and events.
 - Identify and give reasons for, results of, historical events, situations and change.
- Historical Enquiry:**
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
 - Understand how knowledge of the past is constructed from a range of sources.

- of territory. The conquest of Greece and Egypt emphasise the growing power of Rome and decline in other civilizations.
- How did the road network and professional army support the growing empire?
 - The Romans were able to conquer other countries thanks to their incredibly well-organised army. Their weapons and armour were more advanced than other armies at the time and Roman soldiers were tough and well-trained.
 - The army was split into legions of around 5,000 men, made up of 10 cohorts.
 - Romans built 55,000 miles of roads to move all their soldiers and equipment around the countries they invaded. They built them so well, that many modern roads can be found in the same place. Roads were straight, so they could travel as quickly as possible without the risk of robbers and bandits hiding around any bends, ready to jump out.
 - They invented milestones. A milestone is a large stone marker placed along the side of the road that gave the distance to the nearest city, when that section of road was built and who paid for that section of road.

Disciplinary Knowledge
Cause and Consequence
Evidence.

- ❖ Use a timeline to understand the duration of the Roman Empire, including when it started and when it finished.
- ❖ Use maps and atlases to understand which countries the Romans invaded and to see how the expansion was so large.
- ❖ Explore why the silk trade route was so important.
- ❖ Explain why the Roman Army was significant.
- ❖ Explain why the Roman Roads were significant.
- ❖ Make connections to other periods of history – The Roman Empire conquered places such as Greece and Egypt and those timeline 'end' because they are incorporated into the empire.
- ❖ Describe how Romans could travel between areas of the empire and maintain control.

Key People

Julius Caesar, Caesar Augustus, Romulus and Remus

Support: In order to access:

Chronological Understanding:

- Identify details from several themes, societies, events and significant people covered in local, national and global history.
- Sequence some events, objects, themes, periods and people from topics covered.

History Concepts:

- Provide a reason why two accounts of the same event might differ.
- Describe some relevant causes for, and effects on, some of the key events and developments covered.

Historical Enquiry:

- Ask valid questions for enquiries and answer using a number of sources.
- Understand how sources can be used to answer a range of historical questions.

Extend:

Chronological Understanding:

- Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.

Historical Concepts:

- Explain independently why a historical topic, event or person was distinctive or significant.

Historical Enquiry:



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		<ul style="list-style-type: none"> - Independently devise significant historical enquiries to produce substantiated and focused responses. - Comment on the usefulness and reliability of a range of sources for particular enquiries.
<p>Learning Journey Questions When was Rome founded? How enormous did it become? How did the road network and professional army support the growing empire?</p>	<p>Prior learning:</p> <ul style="list-style-type: none"> • In Year A, children studied Ancient Egypt and considered what their achievements allowed them to accomplish. • Explored trade in different ancient civilisations and different trade routes. Consider was trade was so significant for each civilisation. • Children looked at where the earliest civilisations settled and the physical features surrounding their settlements. 	<p>Future learning</p> <ul style="list-style-type: none"> • In Year B children will cover: <ul style="list-style-type: none"> ○ Roman Empire: Its impact on Britain. Explore trade, governance, monarchy, civilisation, empire. ○ Local study: Roman Cirencester. Explore industry, settlement, governance, society and community.
<p>Reading opportunities</p>	<p>British Values</p> <ul style="list-style-type: none"> • Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. • Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society. • Democracy: Consider how Roman Empire might have used democracy and think about questions such as: Why is democracy important? What would it be like without it? Do we all get a 'say' in today's society? <p>Christian Values</p> <ul style="list-style-type: none"> • Courage: Children will understand that all civilisations have influenced life today and all new ideas have shaped the world in some way. • Respect: Children will understand the culture of ancient civilisations and what important inventions and legacies they have left us in the modern world. • Trust: Children will have a sense of enjoyment and fascination when learning about themselves, others and ancient civilisations. They will appreciate that different societies have different beliefs and ideas. 	