

The Empire Strikes Year 4

What did the Romans do for us?

Core Text:

The Thieves of Ostia

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In this unit, pupils will learn about the rise of the Roman Empire and the invasion of Britain will find out how the Celts rebelled. They will investigate the Roman Army and consider why it was so powerful and successful. They will then find out what life was like in Roman Britain and consider the Roman legacy. They will learn how to use PowerPoint to present their findings. In DT they will also use their DT skills to design and make pneumatic minotaur toys.

By the end of the unit, I will know:

- Two brothers, Romulus and Remus, who were abandoned after they were born, created Rome.
- The Romans invaded and conquered many countries in Europe before heading to Britain.
- Julius Caesar was Rome's most powerful general. He led the Roman invasion of Britain in 55BC.
- Boudicca was a queen of the British Celtic Icen tribe who led an uprising against Roman occupied towns and cities.
- Hadrian's Wall - A long wall built by the Romans across the north of England. It was built to keep immigrants out the Scots.
- The Roman army was the largest and meanest fighting force in the ancient world.
- One of the main reasons Rome became so powerful
- was because of the strength of its army.
- The Romans left their mark on Britain leaving us new towns, plants, animals, religion, and ways of reading and counting.

History Key Skills:

Use dates to order significant events from the periods studied.

Use a time line to place historical events in chronological order.

Place periods of study on a timeline, using BC and AD.

Suggest which sources of evidence could be used to find out about the period studied.

Use their own sources to find out/infer relevant information about the past.

Look at different versions of the same event in history and identify differences. (primary & secondary)

Use research findings to pose new questions.

DT Key Skills:

Construct a simple pneumatic system with one/two moving part(s).

Generate questions to investigate and compare the efficiency of pneumatic systems.

Generate more than one idea for how to create a product.

Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide.

Suggest improvements to develop and refine a planned idea.

Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.

Computing Key Skills

Begin to use simple shortcuts, e.g. ctrl and c to copy.

Insert a hyperlink to a webpage (MS PowerPoint, MS Word)

Insert a table and use editing tools to remove borders (MS PowerPoint, MS Word)

Understand why the red and blue error lines occur and use right click to correct mistake (MS PowerPoint, MS Word)

Insert a range of transitions and animations. (MS PowerPoint)

Key Vocabulary

invade	To enter as an enemy, by force, in order to conquer.
empire	An extensive group of states or countries ruled over by a single monarch or a sovereign state
conquer	To get or overcome by force.
chariot	Cart with two wheels pulled by horses.
cavalry	Soldiers on horseback.
centurion	A Roman army officer.
forum	A Roman town square.
Latin	The language of the Romans.
legion	A military unit recruited from Roman citizens and usually around 5000 men in strength.
Londinium	The Roman name for London.
emperor	A person who rules an Empire.
rebellion	Where people join together against a person or group in power