

Year 4 – Autumn 1 Knowledge Organiser

Romans



Heathfield Schools' Partnership

ambitious for the future

This unit will allow the children to understand the impact that the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of life for invading Romans of the time. In addition to this, they will have the opportunity to learn about the British resistance by Boudicca and the Celts. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. Finally the children will take a look at the Roman legacy in Britain and how it affects life even now.

Key knowledge

- Roman empire started in Rome, Italy.
- Roman Empire spread across modern day Italy to countries in Europe, Africa and Asia.
- Rome became so powerful because of the strength of its army.
- Soldiers were the best trained, they had the best weapons and the best armour.
- Julius Caesar first invaded Britain in 55BC. He took 10,000 men with him. It took more than one attempt to successfully invade Britain.
- The Celts did not want to live under Roman rule and fought hard to defend their land and properties.
- The Romans wanted Britain's precious metals.
- Boudicca lived in Britain around the time of the Roman invasion. She attempted to defy the Romans, who seized her property.
- Emperor Hadrian built a wall on the Scottish border. It was designed to stop tribes in Scotland attacking England.
- Romans built new forts, new settlements and roads.
- They built aqueducts to supply towns with water from springs, lakes or rivers.
- They spread their culture, language and laws.
- Romans gave us new towns, plants, animals and ways of reading and counting. Even the word 'Britain' came from the Romans.
- The Romans stayed in Britain from 43 AD to 410 AD. (367 years)

Roman Timeline

753 BCE  The building of Rome begins.	510 BCE  Rome becomes a Republic and officials are elected.	202 BCE  Rome conquers territories outside Italy.	130 BCE  Rome conquers Greece and Spain.	55 BCE  Julius Caesar first invades Britain but is forced to return home.	CE 1  Jesus is born.	CE 43  The Roman army lands in England.	CE 61  Boudicca rebels against the Romans.	CE 122  The building of Hadrian's Wall begins.	CE 200  Rome is attacked by Barbarians.	CE 235-285  20 Roman Emperors are assassinated.	CE 410  Roman rule in Britain ends.	CE 455  The Roman Empire collapses.
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Vocabulary

AD - Anno Domini – The time after the birth of Jesus Christ.

BC - Before Christ. The time before the birth of Jesus Christ.

Aqueduct – A manmade channel used for delivering water to Roman towns.

Emperor – The leader of an empire.

Julius Caesar- Roman military general who invaded Britain

Boudicca- Queen of Iceni Tribe

Toga- garment woven from white wool

Amphitheatre- where gladiator fights, animal hunts and theatre shows happened.

Legacy – A legacy is something left behind which helps us remember someone.

Mosaic - a pattern produced by arranging together small pieces of stone

Villa- A large farm with a big house for the owners.

Conquered -To overcome and take control of (a place or people) by military force.

Monarchs

There were no British Monarch during the Roman Era as Britain was divided up into many different tribes, each with its own chief. The most famous of these was Boudicca who took over as the Queen of the Iceni Tribe when her husband, the Chief, died.

4	<ul style="list-style-type: none"> • Know the past can be divided into different periods of time. • Know what the terms millennium, century, decade and year mean. • Place events from the time studied on a timeline. • Order events and objects chronologically • Know that time is measured from Year '0', know BC and AD 	<ul style="list-style-type: none"> • Begin to understand why people/events change/happen • Develop feelings of empathy and justify • Use evidence to reconstruct life in the period studied. • Look at links and effects in time studied. 	<p>and talk about difference.</p> <ul style="list-style-type: none"> • Understand there are primary and secondary sources. Give examples of each from the era being studied. • Generate questions about several historical sources that are linked • Sort and classify artefacts by perceived use, think about similarities and differences • Compare and contrast modern/ancient photos and paintings (E.G photo of Titanic v modern day ocean liner) Complete a T chart to compare • Ask a variety of questions from the different sources that a partner can answer. 	<ul style="list-style-type: none"> • Present findings on a fact sheet • Produce a simple powerpoint • Diary entries • Newspaper reports • Give presentation using a structure • Confidently use the correct vocabulary orally
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