

Timeline

753 BC	The city of Rome is founded.
509 BC	Rome becomes a republic.
264 BC	Start of the first war with Carthage.
146 BC	Rome destroys Carthage.
100 BC	Birth of Julius Caesar.
45 BC	Julius Caesar becomes the first dictator of Rome.
44 BC	Julius Caesar is assassinated.
60 AD	Queen Boudicca leads a rebellion in Britain.
80 AD	The Colosseum is built.



Big Questions

How do we know that the Romans really lived in Britain?

What would it have been like to live in Britain under Roman rule?

Were the Romans really rotten?



Keywords

Roman Soldiers	Legions were made up of ten groups of soldiers called cohorts. Cohorts were then further divided into groups of 80 men called centuries. The officers, or leaders, of each century were called centurions.
Gladiator	A gladiator was an armed combatant who entertained audiences in the Roman Republic and Roman Empire.
Empire	An extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.
Emperor	The Roman emperor was the ruler of the Roman Empire during the imperial period (starting in 27 BC).
Scutum	The Latin name for a Roman Shield - a broad piece of metal or another suitable material, held by straps or a handle attached on one side.
Formation	In Ancient Roman warfare, the testudo or tortoise formation was a type of shield wall formation commonly used by the Roman Legions during battles, particularly sieges.
Mosaic	A picture or pattern produced by arranging together small pieces of stone, tile, glass, etc.

National Curriculum

Geography	I can use maps to locate the countries of Europe.	
	I can locate the major cities in Europe.	
	I can study the land-use patterns of the United Kingdom and say how these have changed over time.	
	I can study the settlements and land use of the key places that I study.	
	I can study the economic activity, including trade links, of the key places that I study.	
	I can study the food, minerals and water aspects of the key places that I study.	
History	I can use atlases and globes to locate countries and describe features studied.	
	I can plot recent history on a timeline using centuries.	
	I can use dates and historical language in my work.	
	I can begin to build up a picture of what main events happened in Britain/ the world during different centuries.	
	I can explain how events from the past have helped shape our lives.	
	I can explain how people who lived in the past cooked and travelled differently and used different weapons from ours.	
Art	I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.	
	I can give more than one reason to support an historical argument.	
	I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.	
	I can explain art from other periods of history.	
	I can create all the colours I need.	
	I can design a model of a colosseum and produce a plan before explaining it to others.	
D.T	I can show a good level of expertise when using a range of tools and equipment to build my colosseum.	
	I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	
Computing		