

# Emperors and Empires

Summer 1: 2021- 2022

Year 4



## Key Learning Area - History

This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain. We will look at the founding story of Rome, alongside using our historical skills to order key events on a timeline of ancient Rome and the Roman Empire. This will allow children to have a greater understanding of sequencing historical events and the time frame in which events took place. In addition, we will learn about everyday life in Rome and how this may have differed depending on where Romans fitted in the social hierarchy. Moreover, the children will learn about the role and impact of Roman rulers and Emperors, considering the difference between a Roman Kingdom, Roman Republic and Roman Empire. This will lead into a consideration of how and why the Roman Empire expanded, linking into the Roman conquest of Britain and thus, our own local history. This will allow us to consider both the geographical and historical impact that the Romans had on Britain, such as the Roman background of different names of British localities.

### ENGLISH

In English we will be completing two pieces of writing, focusing on the Roman general and statesman, Julius Caesar. Our first piece of writing will be an interview with Julius Caesar, utilising what we have learnt about Julius Caesar through different historical sources to ensure our writing is historically accurate. This will allow us to focus on key aspects of grammar, such as using inverted commas for direct speech. Our second piece of writing will be completing a social media profile for Julius Caesar, giving a modern twist to a historical topic. This will allow the children to build upon their prior research of Julius Caesar.

### MATHEMATICS

In Maths, we will firstly be continuing on from our work on decimals in Spring 2 by writing, comparing, ordering and rounding decimals. Following on from this, we will complete a unit on money, in which we will order, round and estimate different amounts of money. We will then focus on problem solving through answering one and two-step word problems involving money. Next, we will complete a unit recapping time and a unit recapping statistics, continuing to build upon prior learning.

### GEOGRAPHY

In Geography we will be using maps, atlases and globes to identify the expansion of the Roman Empire. This will allow the children an understanding of the scale of the Roman Empire and the impact that the Romans had across the world. We will consider the areas in which the Roman conquest of Britain initially took place, such as key areas of invasion and the subsequent impact that this had.

### ART & DESIGN

In Art we will be supporting our work on the Romans by looking at and creating our own Roman-inspired pieces of mosaic art. This will allow children to consider the impact of using different colours and tones, alongside with different materials and the visual impact that this creates.

### D&T

In D&T we will consider the design and construction of important Roman buildings such as the Colosseum. We will also delve into important Roman inventions and the impact that these have had on our own history, for example, the building of the Roman roads.

### RE

For our RE Week we will be considering and exploring the question 'What does it mean to be a Hindu in Britain today?', a important and relevant question key to expanding our knowledge of a variety of faiths. We will consider how Hindu's show their faith at home, how they demonstrate their faith in the community, alongside considering how and why Diwali is celebrated. This has strong links to local Leicester history, for example, the annual Diwali celebrations in the city.

### PSHE

In PSHE we will be exploring the impact of relationships, considering how to deal with issues such as jealousy and falling out with friends. We will also cover pertinent themes such as the impact of love and loss on relationships.

In Financial Education we will consider the important role that money plays in our lives and in broader society. Children will form their own opinions on a variety of money-related questions and issues.

### COMPUTING

In Computing we will continue practicing for the Year 4 Multiplication Check through our Twinkl Go Multiplication Check Practice and TT Rockstars. The children will also recap their word processing skills and knowledge of internet safety.

### MUSIC

In Music we will continue to appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers through our daily Morning Music sessions. We will also explore some traditional Roman-style music, learning lyrics to songs and considering the history and use of different instruments in ancient Rome.

### PE

In PE we will be practicing our striking and fielding skills, alongside developing our understanding of the rules and key skills involved in cricket. We will also be practicing circuit training, allowing the children to focus on a range of core skills. Children will develop their skills in travelling and changing travel, ball control skills and balance and coordination.

### FRENCH

In French we will continue to practice our French conversational skills, aiming to learn and practice having basic conversations in French, alongside exploring new French terminology to broaden our vocabulary. The unit of work for this half term is 'What's the Time?' in which children will practice telling the time in French, recap the French days of the week, alongside learning to explain what they do at different times of the day.

### SMSC & VALUES

The values we will be covering are trust and honesty.

To develop our SMSC awareness we will continue to have assemblies that focus on our values and encourage children to reflect on their own beliefs and values.

# Emperors and Empires

## Founding of Rome

There are two explanations for the founding of the city of Rome in Italy.

### Mythical version

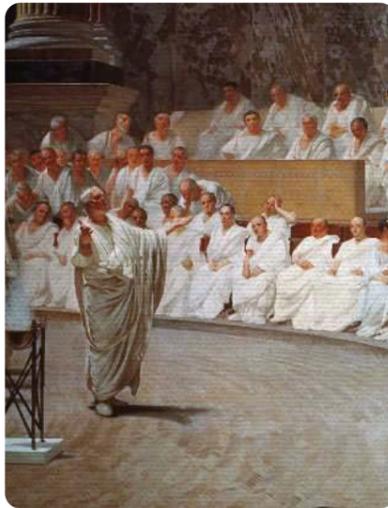
Romans believed that the city was built by Romulus, the son of the god Mars, on 21st April 753 BC.

### Historical version

Historians believe that the city started as a collection of small settlements that were built on hills near the River Tiber. Over time, they grew and joined together to form a city.

## Ruling Rome

Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) led by a king. Next it was a republic (509–27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor.



Roman senate

## Emperors

An emperor is the male ruler of an empire. Roman emperors had absolute power. Some emperors, like Trajan (AD 53–117), used this power wisely. Other emperors, like Commodus (AD 161–192), were foolish and selfish.



Commodus

## Growth of an empire

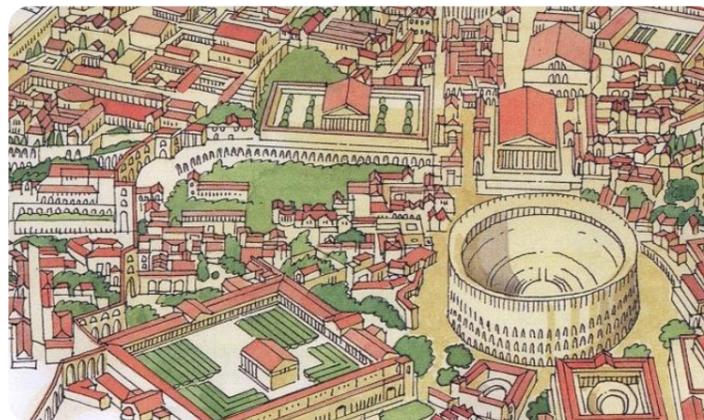
The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200.



Roman Empire, AD 117–200

## Ancient Rome

Ancient Rome was a bustling city of over one million people. At the centre of the city was a meeting place called the forum, and a basilica where court cases and official business took place. The people of Rome lived in houses and apartments around the city. They visited the shops and markets, bathed at the public baths and visited the Colosseum to watch gladiator fights for entertainment.



## Social hierarchy

Ancient Rome had a well-structured hierarchy. People

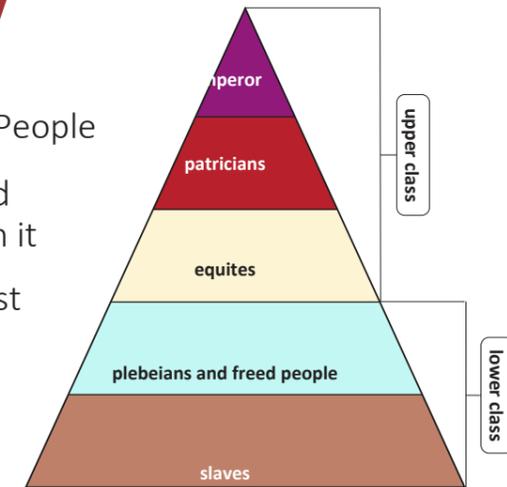
were born into a group and couldn't usually move from it

during their lifetime. Almost every group had Roman

citizenship, which meant they had rights and

could vote. However, slaves were not

Roman citizens so they had no rights and were owned by individuals or the government.



## Roman army

The Roman army was well structured and had a clear hierarchy, which made it the most effective fighting force in the ancient world. The army was led by high ranking officers and ordinary soldiers were expected to follow commands and keep an oath to the emperor. All soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting. Soldiers were well trained and fit. After an invasion, they also used their skills as engineers and builders to create forts, towns, roads and bridges in the countries they conquered.

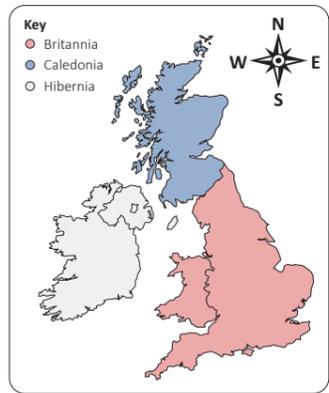


# Romans in Britain



## Invasion

Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman emperor, Claudius, successfully conquered Britain in AD 43.



## Britannia

The Roman army spent many years, conquering Britain. After 30 years, England and Wales became part of the Roman Empire, called Britannia. Caledonia (Scotland) and Hibernia (Ireland) were never conquered by the Romans.



## Boudicca

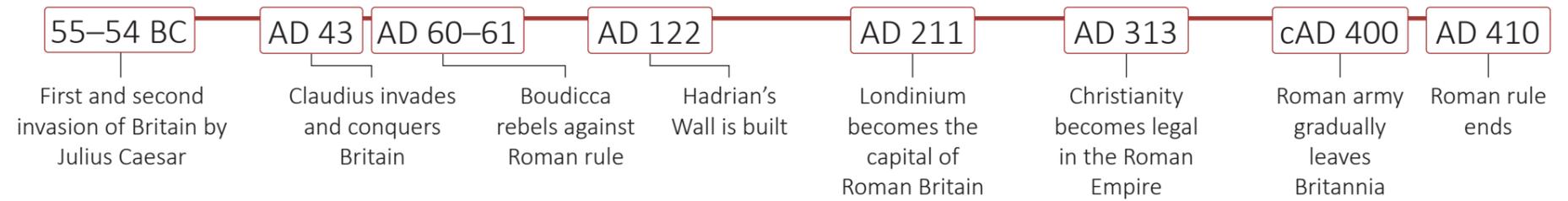
Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans).



## Hadrian's Wall

The emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia in AD 122. Parts of Hadrian's Wall can still be seen in Northumberland today.

# Timeline of Roman Britain



# Romanisation of Britain



## Towns

The Romans built towns in Britain that were similar to towns across the Roman Empire. Britons living in towns adopted a Roman lifestyle.



## Inventions

The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain.



## Londinium

Londinium was founded near the River Thames cAD 50. It grew and became the capital of Roman Britain.



## Christianity

Emperor Constantine made Christianity legal in AD 313. Some people in Britannia became Christians.

# Glossary

<b>absolute power</b>	Complete authority to make decisions.
<b>aqueduct</b>	A channel for carrying water, normally in the form of a bridge across a valley or other gap.
<b>consul</b>	One of two men who held the highest position in the senate of the Roman Republic.
<b>empire</b>	A group of countries ruled by a single person, government or country.
<b>hierarchy</b>	A system where people or things are arranged in order of importance.
<b>hypocaust</b>	A system of underfloor heating invented by the ancient Romans.
<b>Roman citizen</b>	A person who had privileges and protection from the Roman state.
<b>Romanise</b>	To become Roman.
<b>Romano-British culture</b>	The culture that was created in Britannia after the Roman invasion.