



1. Can I place The Romans on a timeline? (note to teachers: short 15min intro lesson)

- **Vocab:** chronological order, timeline, historian, Civilisation, duration
- **Prior learning (Autumn):** placed Stone Age, Iron Age and Bronze Age on a timeline
- Recap that a timeline is the best way to put historical events in chronological order (the order they happened).
- Know that historians can use dates to place events on a timeline
- Know that The Roman Civilisation came after Prehistoric Britain (last term's history)
- Know that next term's history is to study the Anglo Saxons, who came after The Romans
- **Chronology:** Place time periods in order (school history timeline of curriculum topics)

2. Can I sequence the key events of The Roman Civilisation on a timeline?

- **Vocab:** timeline, BC/AD, centuries, sequence, conquer, invade, legion, trade, duration
- **Prior learning (Lesson 1):** placed the Roman Civilisation on a timeline
- Recap: that The Romans are known as a civilisation. A civilisation is a time in the past when people lived in a certain way. This means it has laws, shared culture, and a regular way of daily life. We give it a name (e.g. The Vikings, The Egyptians, The Romans) so we can learn about what life was like then.
- Know The Romans invaded Britain in 43AD—476AD (duration: around 400 years, or 4 centuries). As historians this term, our focus will be on the Romans in Britain (43AD-476AD), but the Romans had an empire all over Europe from 753BC-410AD. Britain was just one part.
- Know that 'BC' means Before Christ and AD means 'Anno Domini', which is Latin for 'in the year of our Lord'. AD starts at the year 0
- Recap that as historians, we can use dates in history to place events on a timeline
- Recap that a timeline is a useful way of showing events in an order from past to present
- Know key events of Roman Britain:
- **753 BC: Rome founded** in Italy by Romulus following a fight with his brother Remus.
- **55–54 BC – Julius Caesar's Expeditions:**
 - Julius Caesar attempted to invade Britain but was unsuccessful.
 - These expeditions marked the first Roman contact with Britain.
- **43 AD – Roman Invasion Led by Emperor Claudius**
 - Claudius successfully invaded Britain, beginning Roman rule.
 - Roman legions established control over southern Britain.
- **60–61 AD – Boudica's Rebellion**
 - Queen Boudica of the Iceni tribe led a revolt against Roman rule.
 - Though initially successful, the rebellion was eventually crushed.
- **122 AD – Construction of Hadrian's Wall**
 - Built by Emperor Hadrian to mark northern boundary of Roman Britain.
 - It served to strengthen defence and symbol of Roman power.
- **306 AD – Constantine the Great Proclaimed Emperor in York**
 - Constantine was declared emperor by his troops while in Britain.
 - He later became the first Christian Roman emperor.
- **410 AD – End of Roman Rule in Britain**
 - Roman legions withdrew as Empire faced pressures elsewhere.
 - Britain was left to defend itself, leading to Anglo-Saxon period (link to next term's History learning)
- Suggested task: children write about each event on the timeline (with dates)
- **Chronology:** Sequence multiple events within a time period; use BC/AD, understand centuries & duration

3. Can I explain the causes and consequence of the Roman Invasion of Britain?

- **Vocab:** cause, consequence, short-term, long-term, evidence, invasion, empire, tribe
- **Prior learning (Autumn):** explained why hillforts were built (causes) and their impact (consequences) in Iron Age
- Recap: that historical events often have more than one cause and consequence
- Know that some consequences happen immediately (short term) and some change over time (long term)

Causes (Why did it happen?)

- **Economic:** Britain had valuable resources including metals for weapons (iron, lead, tin and gold), excellent farmland and soil for crops and animals
- **Political:** Emperor Claudius had just become ruler and wanted a big success to show his power. A successful invasion would make Claudius popular in Rome and strengthen his position.
- **Military:** Rome wanted to expand its empire. The Romans believed a strong empire meant safety and power. Controlling Britain would stop enemies from attacking from the north and give Rome control of the English Channel.
- **Social:** The Romans wanted to spread their culture/way of life including language, laws, and customs. Britain was not one country. It was made up of many tribes (groups of people who live together, share the same leader, and follow the same customs). Each tribe had its own chief (leader). They lived in roundhouses and villages; often fought each other for land/power. British tribes were seen as rebellious and uncivilised; Rome wanted to bring order.

Consequences

• Short-term

- **Roman army defeated British tribes:** The Romans fought battles against tribes like the Iceni and Trinovantes. Tribal leaders were killed/forced to surrender.
- **Roads and forts built for soldiers:** Romans built straight roads to move troops and supplies easily. Forts were built for protection and to control the land. These roads connected towns and made travel faster than before.
- **Taxes introduced:** British people had to pay taxes to Rome. This money funded the Roman army and building projects. It caused resentment among some tribes, leading to revolts (e.g., Boudicca's rebellion).

• Long-term

- **Roman towns and cities developed:** Towns like Londinium (London) and Eboracum (York) grew. Public buildings, baths, and marketplaces appeared.
- **Latin language influenced English:** Latin words entered the local language (e.g., words for plants, animals, and places). This influence lasted even after the Romans left.
- **Christianity spread:** Romans introduced Christianity to Britain. By the end of Roman rule, many Britons were Christians. This shaped Britain's culture and beliefs for centuries.
- **Roman laws and governance shaped Britain for centuries:** Roman law influenced British legal systems. Ideas about roads, towns, and government stayed long after 410 AD. Britain never returned to its tribal system in the same way.
- **Causes and Consequences:** recognise multiple causes and consequences, understand short term vs long term consequences



4. Can I **compare the similarities and differences** between life for The Romans and Prehistoric Britain?

- **Vocab:** similarities, differences, civilisation, Empire, mosaic,
- **Prior learning (Autumn):** compared similarities and differences in role of men and women in Prehistoric Britain
- Recap that, as historians, it is important to learn about patterns in history and what is similar and what is different.
- Know **that similarities and differences can exist at the same time** (e.g. both farmed, but Romans used advanced tools).

Food:

- **Romans:** Ate bread, olives, wine, meat, and imported foods from across the empire.
- **Prehistoric Britain:** Ate what they hunted or grew locally—berries, nuts, meat, simple grains.

- **Similarities:** Both farmed crops and kept animals.

- **Differences:** Romans had more variety and imported goods; Prehistoric diet was basic and local.

Clothes:

- **Romans:** Wore tunics, togas, sandals; clothes made from wool and linen.
- **Prehistoric Britain:** Wore animal skins and simple woven fabrics.
- **Similarities:** Both used natural materials
- **Differences:** Romans had more styles and used dyes; Prehistoric clothing was simpler.

Beliefs:

- **Romans:** Believed in many gods (Jupiter, Mars) and later Christianity.
- **Prehistoric Britain:** Believed in nature spirits and had rituals (e.g. Stonehenge).
- **Similarities:** Both had religious practices.
- **Differences:** Romans had organised temples and priests; Prehistoric beliefs were linked to nature.

Homes:

- **Romans:** Built stone houses, villas with mosaics, heating systems.
- **Prehistoric Britain:** Lived in roundhouses made of wood and thatch.
- **Similarities:** Both built homes for families.
- **Differences:** Romans used advanced building techniques; Prehistoric homes were simple.

Travel:

- **Romans:** Built straight roads, used carts and horses.
- **Prehistoric Britain:** Walked or used simple paths.
- **Similarities:** Both travelled by foot and used animals
- **Differences:** Romans had a network of roads; Prehistoric travel was slow and local.
- **Similarities and Differences:** comparing aspects of life in categories, begin to understand similarities/differences can exist at the same time

The Romans in Britain (page 2)

5. Can I identify **what changed and what stayed the same in life during Roman Britain**, and explain whether those changes were sudden or gradual?

- **Vocab:** change, continuity, sudden, gradual,
- **Prior learning (Autumn):** continuity and sudden/gradual change in Prehistoric Britain
- As historians, it is important we know that when the Romans arrived, some aspects of life changed dramatically, while other aspects continued as before.
- Know that as historians, some changes in history can happen very quickly, while others can take time and be gradual

Change (Things that changed over time)

Roads

- **What changed?** Romans built straight, paved roads across Britain, such as Fosse Way (Exeter to Lincoln) and Watling Street.

- **Why is this important?** Before the Romans, people used simple dirt tracks. Roman roads allowed faster travel for soldiers and trade.

- **This was a sudden change because...** roads appeared soon after the invasion in 43 AD because the army needed them immediately.

Towns and Cities

- **What changed?** Romans introduced stone-built towns with streets, markets, and public baths. Examples: Londinium (London) and Eboracum (York).

- **Why is this important?** Before, people lived in small villages or roundhouses. Roman towns became centres of trade and government.

- **This is a gradual change because...** towns grew over decades as more people moved in and buildings were added.

Religion

- **What changed?** Romans brought their gods (like Jupiter and Mars) and later Christianity.

- **Why is this important?** Prehistoric Britons worshipped nature spirits and used stone circles. Roman religion introduced temples and organised worship.

- **This is a gradual change because...** Pagan beliefs (a religion that worships many gods or nature spirits, rather than one God) continued for a long time before Christianity spread widely.

Continuity (Things that stayed the same)

Farming

- **What stayed the same?** People still grew crops like wheat and barley and kept animals such as sheep and cattle. Farming remained the main way to get food.

- **What changed slightly?** The Romans introduced new tools, such as iron ploughs, which made farming easier and faster. They also brought new crops, like grapes for wine and apples for orchards. Roman farming methods were more organised, with fields divided into neat plots.

- **Why is this important?** Farming remained the main way of life, even under Roman rule.

Local Traditions

- **What stayed the same?** Many British tribes kept their own customs, festivals (e.g. harvest festival), and languages. People still told stories and followed some old rituals, especially in rural (countryside) areas. Many tribes also continued to bury people traditionally (placing personal belongings in graves)

- **Why is this important?** Even though Romans ruled Britain, local and traditions did not disappear completely.

- **Continuity and Change:** identify aspects of life that changed and stayed the same. Understand that change can be gradual or sudden.





6. Can I explain the different information sources tell us about

Romans Roads and question their reliability and bias?

- **Vocab:** source, primary, secondary, reliable, bias
- **Prior learning (Autumn):** compared reliability of sources linked to Stonehenge (dagger and video)
- Know that sources give us clues into the past. Primary sources are at the time, and secondary sources are made after the event
- Know the reliability of sources means how much we can trust it to give us accurate and true information about the past.
- Know that bias in sources is when it shows only one side or opinion and does not give the full picture.

Know the sources to focus on in this lesson:

- **Source 1:** Photo of Roman road (primary source)
- **Source 2:** <https://europe.factsanddetails.com/article/entry-1210.html> (paragraph 1: 'Roads in the Roman Empire')
- **Source 3:** Map of Roman roads across Britain

Know that these sources tell us different information:

- **Source 1:** The photo shows a straight, well-constructed road made of large stone slabs. It tells us the Romans were skilled engineers who built durable roads. The straightness suggests planning and organisation, not just simple tracks.
- **Source 2:** The Romans built an enormous network of roads—over 85,000 km (53,000 miles)—connecting places from Scotland to North Africa and Mesopotamia. Roads were stone-paved and highly organised, forming the best road system of the ancient world. Roads were essential for moving soldiers and supplies quickly, making Roman armies effective. The system was so precise that commanders could calculate travel times (e.g., Rome to Syria in 124 days).
- **Source 3:** Shows that Roman roads covered much of Britain and connected major towns and forts, such as Londinium (London) and Eboracum (York). It suggests the Romans planned routes to link important places for control and communication.

Know how to question the reliability of a source:

- **Source 1:** It is a reliable source as it shows the materials and design (straight, stone-built). It is not reliable because it misses key information to help us understand why Roman roads were built (we need texts and maps for this) and the road is old and partly damaged, so it may not show the original quality completely.
- **Source 2:** It is reliable as it gives specific measurements (85,000 km) and examples of travel times. It can be seen as biased because it is based on a modern historian's interpretation and uses phrases like "greatest system of highways," which is an opinion. It is also biased as it focuses on military use and Roman success, but doesn't mention any negative points or limitations to the roads.
- **Source 3:** It is reliable because it gives a clear picture of where roads were built. It is unreliable because it doesn't show what roads looked like or how they were used daily.
- **Historical Enquiry:** select and use historical sources; understand that sources can tell us different things; question reliability and bias.



Source 1: Roman road remains



Source 3: Map of Roman roads across Britain

The Romans in Britain (page 3)

7. Can I compare the significance of Roman achievements?

- **Vocab:** significance, impact, lasting change, achievement
- **Prior learning (Autumn):** explained the significance of Stonehenge and why we still learn about it today
- Know that we can decide how significant (importance) various Roman achievements were by looking at how they changed Romans' life at the time (impact), if it is relevant today (lasting change), and how it spread across Britain/Europe (number of people affected).

Roads

- **Impact:** Huge – allowed fast movement of soldiers and goods, improved trade and communication.
- **Lasting Change:** High – many modern roads follow Roman routes.
- **People Affected:** High number as it connected towns and villages across Britain.

Towns/Cities

- **Impact:** Big – introduced stone buildings, markets, baths, and organised streets.
- **Lasting Change:** Medium – some towns like London and York grew from Roman foundations
- **People Affected:** Many – people moved into towns for trade and work.

Law/Government

- **Impact:** Important – introduced Roman law and local councils.
- **Lasting Change:** Very high – ideas about law and governance influenced Britain for centuries.
- **People Affected:** Widespread – affected everyone under Roman rule

Language

- **Impact:** Moderate – mainly used in towns and by officials.
- **Lasting Change:** High – many English words come from Latin.
- **People Affected:** Limited at the time – most rural British people kept Celtic languages.
- **Historical Significance:** compare significant achievements

8. Can I understand how new discoveries can change an historian's interpretation of The Romans?

- **Vocab:** interpret, source, archaeologist, villa, insula
- **Prior learning (Autumn):** understood different interpretations of Prehistoric Britain (painting from 1869 compared to modern YouTube video) and explained how these can be different
- Know that historians don't always agree because they find different evidence. New archaeological finds can change what we think.
- Know that a new discovery of Roman housing can change an historian's interpretation (opinion).

Source 1: Remains of a luxury Roman villa in Merida (Spain).

- Historians know it is for a wealthy household as it has large and has multiple rooms arranged around a courtyard. Rich Romans could afford spacious living areas, unlike ordinary citizens who lived in cramped insulae (apartments). The source shows stone walls, arches, and steps and probably had private baths and heating systems (hypocaust). It has mosaic floors, painted walls, and ornamental columns.

Source 1: Remains of Roman insula (apartment building)

- Historians know it is for poor households because it has plain brick and stone. No mosaics or marble. Multi story block with small, cramped rooms. No baths or heating—they would share water.
- **Why do interpretations change?** Know that if one discovery is made first then historians may assume all Roman housing was either villa/apartment, but with more discoveries they can see that there were rich/poor households and their features.
- **Historical Interpretation:** new discoveries can change interpretation



Source 1: Luxury Roman villa



Source 1: Roman insula (apartments)