

TIER 2 VOCABULARY

Establish,
narrative,
connections,
contrasts, trends,
devise, source

Y4 - THE ROMAN EMPIRE

TIER 3 VOCABULARY

Empire, civilisation,
invasion,
settlement, army,
emperor,
resistance,
Romanisation



WHY DID THE ROMAN EMPIRE FALL?

WHAT DO I ALREADY KNOW?

- My learning in this unit builds directly on the historical periods I have already studied:
 - Y3 - Stone Age to Iron Age, Ancient Egypt, concluding with Cleopatra and the beginning of the Roman Empire and Y4 - Ancient Greece.

KNOWLEDGE	SKILL
• I can put the Roman Empire into geographical and historical context. • I can link the Roman Empire to Ancient Greece and Ancient Egypt (e.g. Cleopatra).	CHRONOLOGY Putting events in time order
• I understand why the Romans wanted to invade Britain. • I can explain Julius Caesar's failed attempt.	CHANGE Finding out what became different over time
• I can describe Claudius's successful attempt. • I can investigate the archaeology of Hadrian's wall, focusing on soldiers' barracks and Afro-Roman soldiers.	ARCHAEOLOGY Learning from old objects and remains
• I understand Boudicca, the British resistance and her impact.	SIGNIFICANCE Explaining why an event or person mattered
• I can explore whether Britain was ever actually "Romanised" or not, looking at various sources.	HISTORIOGRAPHY Looking at different stories about the same event
• I understand the fall of the Roman Empire. • I can sequence the events leading to the Roman withdrawal.	CHANGE Finding out what became different over time CHRONOLOGY Putting events in time order