Walk On Water

St. Paul's C of E VA Primary and Nursery School

History Curriculum Coverage Year 3

With God ALL THINGS ARE possible MATTHEW 19:26



Saint Alban

A priest was being chased by the Romans and St. Alban swapped clothes with the priest so he could escape. When they found out, the Romans ordered St. Alban to be killed. He was beheaded by sword. The town of St. Albans is named after him.

The Romans

Key Historical Skills

- Using sources
- Describe social, ethnic, cultural and religious diversity
- Use historical vocabulary
- Represent information on a timeline
- Note connections, contrasts and trends over time
- Ask and answer historically valid questions about change, cause, similarity and difference, and significance.

Key Knowledge

- **Rome** is a city in Italy.
- Towards the end of the Iron Age and Bronze Age life in Britain was very different to life in Rome.
- Rome was more developed than Britain
- It was ruled by a **dictator** with a government which collected taxes and a very organised army which had conquered many different countries.
- There were lots of grand buildings in Rome where people could gather including temples and public baths.
- The people in Britain were called **Celts** and they lived together in groups called tribes that were ruled by a chief.
- They lived in settlements such as **hillforts** and didn't have a government, an army or pay taxes.
- The only buildings they had where people could gather together were places like Stonehenge where people had feasts.
- People from Rome travelled peacefully to Britain to trade goods.
- In 55BC an army general from Rome called **Julius Caesar invaded** Britain.
- The Romans had a highly-organised military force with better equipment and well-developed fighting strategies.
- Roman soldiers lined up in battle with shields facing outwards (called a **phalanx**).
- If Romans feared attack from the air they created a 'shell' of shields around them called the 'testudo' or tortoise formation.
- The Celt fighters were more disorganised and rushed forward in groups or individually to attack then run back.
- The Roman **Empire** was a group of countries that Rome ruled over
- The Romans used war machines to fire stones and ballista bolts, which were good at breaking down walls and injuring people.
- Evidence suggests that the Roman troops landed at Richborough and marched to Colchester which was a town (towns were known as oppidum).
- The Romans quickly captured the town and tribes in the South East of Britain began to surrender to the might of the Roman army.
- After being **conquered** the people in Britain discovered that their land and a lot of their earnings now belonged to Rome. This made life very hard for them.
- The Roman army gave Rome the power to create the Roman Empire.
- Only male Roman **citizens** who were at least 20 years old could join the army. Once they joined the army they had to stay for at least 25 years and were not allowed to get married.
- Many boys wanted to join the army because it paid well and when you retired you were given a gift of land or a pension to buy land.
- Most men were foot soldiers but there were many different roles in the Roman Army.
- Some soldiers called Standard Bearers carried the badge of a group of soldiers on a wooden pole to help groups of soldiers stick close together in battle. Other soldiers used slingshots to throw stones, rode horses and some were archers firing arrows. The armies also had doctors and weapon makers.
- Soldiers in the Roman Army were divided into groups of about 80 men called centuries. Each of these was lead by a **centurion**.
- Centuries joined together to form groups of around 5,000 men called legions. The people they conquered were allowed to join the army but were paid less to fight. This helped the Romans in two ways - it provided fresh troops for battle and kept the young men busy which stopped them trying to rebel against the Romans.
- The Romans marched west and were too powerful for the Celtic tribes in Britain and people were either killed or surrendered.
- Along these roads **archaeologists** have found skeletons with evidence of injuries caused by Roman weapons including ballista bolt injuries. This shows that people tried to resist the attacks but were too weak to defeat the Romans.
- By AD 48 the south of England had been conquered.
- The Romans moved upwards into Wales to get hold of metals such as gold that had been found in the Welsh hills.
- The Romans defeated the people there and built **aqueducts** to fill up large water tanks near the tops of the hills. When they released the tanks, huge waves of water poured down the hillside washing the soil away to help them find the gold in the ground.
- While the Roman army was fighting in Wales, other Romans were turning the settlements they had already conquered into 'Roman towns' which were similar to the towns back in Italy.
- The towns were planned around a forum which was an open courtyard used as a meeting place or for holding markets.
- The buildings were built to look like Roman buildings and the shops sold Roman food.
- In the time of the Roman Empire, a **gladiator** was a man who had to fight against other men or wild animals in order to entertain an audience.

Caesar

- Caesar and his army were not used to British weather as he was used to the Mediterranean Sea climate. This meant that his army struggled to cope with rough seas.
- Caesar won some battles and took some hostages. When the stormy weather came in autumn he decided to return to an area called Gaul.
- He planned to return to **conquer** Britain the following year.
- Caesar attempted an **invasion** of Britain for the second time in 54 BC. He brought 25,000 men and 800 ships.
- After much fighting Caesar took hostages again and returned to Gaul as the people of Gaul had begun to rebel against him. After defeating the people of Gaul, Caesar returned to Rome to fight there. He became the ruler of the Roman Empire but was killed a few years later.

Key People

- **Claudius the Conqueror**—Roman emperor in AD 41 but people didn't think much of him because he had a stammer, a limp and was often ill. Decided to invade Britain as a way of showing his power. Assembled an army of 40,000 soldiers and took with him war elephants and war machines.
- **Boudica**—Roman soldiers started to take over the Iceni lands. The Iceni were a Celtic tribe once ruled by a king called Prasutagus. When Prasutagus's wife, Boudica protested, they beat her and her two daughters. Boudica was angry and led the Celtic tribes into a rebellion against the Romans. She took her army to Colchester (where the Romans' headquarters were). They set fire to the city and the temple of Claudius. Boudica's army then went on to burn down other Roman cities including London. Many of the Roman army were still fighting in Wales but quickly returned to attack Boudica. The Romans were better organised and had better equipment and defeated Boudica's army.
  Historians believe that Boudica poisoned herself as she didn't want to **surrender** to the Romans or be killed by them.

Legacies

- There weren't many proper roads in Britain at this time as they were mostly dirt tracks.
- The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today.
- The Romans levelled the land where they needed to . They laid down different layers of materials to make sure the roads were strong with smooth handcut stone on top.
- Soldiers built the roads but were helped by slaves. Everything had to be dug by hand as there were no machines to help them.
- Along the roads the Romans built stables so that horses could rest and new horses could be collected. Every 12 miles there would be a '**mansio**' which was a place where people could stay.
- Roads were built to London and Exeter so that the Romans could attack tribes living near.
- **Amphitheatres** were built which would be used for wild animal fights and gladiator combat.
- Many Roman buildings still remain and we can learn a lot by studying them. Around AD 50 the Romans built a small city called Londinium which we now know as London.

National Curriculum—Key Stage 2

- **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.**
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.**
- **They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.**
- **They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.**
- **They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.**

Pupils should be taught about:

- **Changes in Britain from the Stone Age to the Iron Age**
  - ◊ Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
  - ◊ Bronze Age religion, technology and travel, for example, Stonehenge,
  - ◊ Iron Age hill forts: tribal kingdoms, farming, art and culture
- **The Roman Empire and its impact on Britain**
  - ◊ Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC
  - ◊ The Roman Empire by AD 42 and the power of its army
  - ◊ Successful invasion by Claudius and conquest, including Hadrian's Wall
  - ◊ British resistance, for example, Boudica
  - ◊ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- **Britain's settlement by Anglo-Saxons and Scots**
  - ◊ Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
  - ◊ Scots invasions from Ireland to north Britain (now Scotland)
  - ◊ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
  - ◊ Anglo-Saxon art and culture
  - ◊ Christian conversion – Canterbury, Iona and Lindisfarne
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
  - ◊ Examples (non-statutory) This could include: Viking raids and invasion
  - ◊ Resistance by Alfred the Great and Athelstan, first king of England
  - ◊ Further Viking invasions and Danegeld
  - ◊ Anglo-Saxon laws and justice
  - ◊ Edward the Confessor and his death in 1066
- **A local history study**
  - ◊ Examples (non-statutory): a depth study linked to one of the British areas of study listed above
  - ◊ A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
  - ◊ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**
  - ◊ Examples (non-statutory): the changing power of monarchs using case studies such as John, Anne and Victoria
  - ◊ Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
  - ◊ The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - ◊ A significant turning point in British history, for example, the first railways or the Battle of Britain
- **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world History 192**
- **A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**

Key Vocabulary

amphitheatre
aqueducts
archaeologists
Celts
centurion
citizens
conquered
consul
dictator
empire
gladiator
hillforts
invade/invasion
Julius Caesar
Latin
mansio
mosaic
phalanx
Rome
senate
surrender



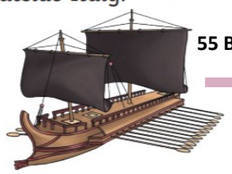
753 BC

The building of Rome begins.



202 BC

Rome conquers territories outside Italy.



55 BC

Julius Caesar first invades Britain but is forced to return home.

753 BC

510 BC



Rome becomes a Republic and officials are elected.



130 BC

Rome conquers Greece and Spain.



6-4 BC

Jesus is born.

60/61 AD



Boudicca rebels against the Romans.

122 AD



The building of Hadrian's Wall begins.

410 AD

200 AD



Rome is attacked by Barbarians.