

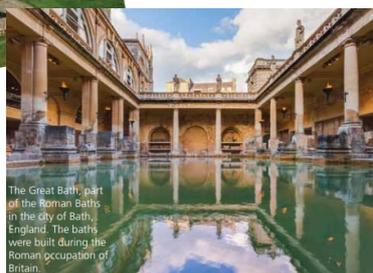
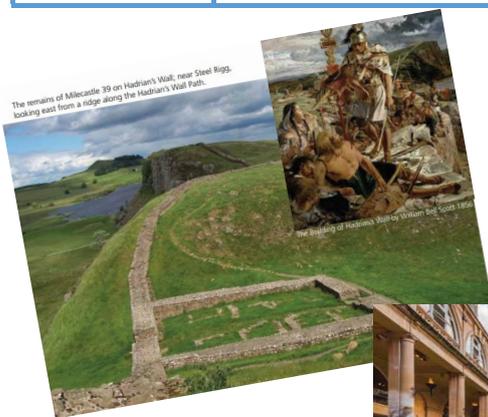
## Woodley Primary School – Knowledge Organiser

<b>History Focus:</b>	Romans	Year 4	Spring
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Key Vocabulary	
Spelling	Definition
Chronological	The order in which things happened.
Latin	The language spoken and written by the Romans.
Invasion	Forcefully taking over another country.
Trade	Buying and selling goods and services.
Empire	A group of nations or peoples ruled over by an emperor, empress, or government.
Emperor	Ruler of an Empire.
Legion	A large section of the Roman Army, made up of 5000 soldiers.
Celt	People that lived in mainland Europe and Britain who fought the Romans.
Hadrian's Wall	A defensive fortification built in 122AD by Emperor Hadrian.
Amphitheatre	An arena with seats rising in curved rows around an open space.
Public Baths	Used as a place to swim, get clean and pray to the goddess Minerva, who the Romans believed had healing qualities.
Aqueducts	A large system for carrying water from one place to another.
Sources	Clues which help historians learn about the past such as books or archaeological finds
Forum	A rectangular forum (plaza) surrounded by the ruins of several important ancient government buildings at the centre of the city of Rome.
Economy	The system of how money is made and used within a particular country or region

Prior Knowledge	
What I should already know ...	
Year 3:	Understand where the Romans fit in with prior learning about the stone, bronze and iron ages, the four ancient settlements and the Ancient Greeks.

What I will know at the end of the unit	
Objectives for the unit:	Roman Empire and its impact in Britain. What did the Romans do for Britain?
Key Skills:	<p>Show events on a chronological Timeline relating to my past understanding of historical periods</p> <p>understand complex terms e.g BCE/AD.</p> <p>Understand that historical knowledge comes from a range of sources and evidence and to use, interpret and evaluate the reliability of such sources.</p> <p>Develop own historically valid questions based on what has been learnt.</p> <p>Select and organise relevant historical information from a range of historical and geographical sources (maps, atlases, globes, digital mapping).</p> <p>See the relationship between developments during Roman period and recognise the impact on modern society (architecture, culture, engineering, politics, etc.)</p>
Key Knowledge:	<p>To understand where a period of time fits in the past and compare it to other periods of time.</p> <p>To understand what Britain was like in 55 B.C. and why the Romans wanted to invade Britain.</p> <p>To learn about the changes between the Roman invasions in 55-54 BC and 43 AD and the differences between the 3 invasions of Britain (Caesar, Caligula, Claudius)</p> <p>To explore Roman battle tactics such as the use of Client kingdoms, war elephants and ballista's.</p> <p>To learn about the opposition to Roman rule such as Celtic rebellion and Boudica.</p> <p>Why Hadrian's Wall was so important to the Roman Empire.</p> <p>The impact the Romans had on the way Britons lived, for example;</p> <ul style="list-style-type: none"> <li>● Building amphitheatres, forums, public baths</li> <li>● Roads and why they were so important to Roman Britain and their towns</li> <li>● Technology.</li> </ul>



Possible Experiences
A visit to Chester; 'The day in the life of a roman'.