

Cantrell Primary School History Curriculum

Year 4: What factors enabled the Roman invasion of Britain to be successful?

NC reference: *The Roman Empire and its impact on Britain*

Answers: organisation of the army, trained disciplined soldiers, battle tactics, having the best army in the world
(these could be pictures on your final assessment page - with some facts around them)

Objectives:

- to understand where the Roman Empire originated and how it expanded.
- to know who Julius Caesar is and his impact on the Roman Empire
- to be able to identify the significance of Roman soldier's clothing, armour and weapons
- to be able to explain why Julius Caesar's invasions were unsuccessful
- to understand the effects that Julius Caesar's unsuccessful invasions had on life in Celtic Britain
- to be able to sequence the events of The Roman Invasion of Britain under Emperor Claudius
- to be able to discuss the reasons that the Roman army were finally successful over the Celts.
- to understand the Roman legacy and its impact on modern day Britain

Key Factual Learning:

- ✓ The Romans originated in a city called Rome in Italy. Italy is in Europe. It is easily identifiable as it looks like a boot.
- ✓ The Romans wanted Britain's precious metals. They called the land 'Britannia', which meant 'land of tin'. However, they weren't just a destructive force – they built new forts, new settlements and roads. They spread their culture, language and laws.
- ✓ The Romans were a highly organised society. Rome had an organized army, grand buildings and public baths.

- ✓ The Roman Empire grew rapidly, covering most of Europe and some of Africa. This was able to happen because of the skill and organisation of the Roman Army.
- ✓ The soldiers marched 10km a day and carried all of their belongings with them.
- ✓ The Roman shields were an important part of the Roman soldier equipment. They were curved and long in order to protect the soldiers and be used in battle techniques.
- ✓ The Romans used 4 techniques: Tortoise (defense), Orb (defense), wedge (attack), repel-cavalry (defense).
- ✓ The soldiers signed up for 25 years.
- ✓ The soldiers wore tunics and leather sandals. The armor came in 4 parts, this was to make it easy to carry. The Romans had several weapons that they used: pilgrim, gladius (dagger), and dagger.
- ✓ The Roman Army had 40, 000 soldiers. You had to be 20 to join and had to sign up for 25 years.
- ✓ When the Romans conquered a country they offered the young men a chance to join their army.
- ✓ The Roman army offered them good pay but the soldiers were not allowed to get married.

- ✓ The Celts lived together in tribes in England and they lived in hill forts. They did not have an army.
- ✓ The Romans tried to invade Britain in 55BC for the first time. Their leader at this time was Julius Caesar. They fought against the Celts. This invasion was unsuccessful.
- ✓ In 55BC, a fleet of ships carrying 20,000 Roman soldiers arrived on the Kent coast. At their head was Julius Caesar, – Rome's greatest general. Waiting for them on the beach were thousands of Celtic warriors. The Romans struggled to land and stormy seas wrecked their ships. Caesar had underestimated the Britons (and their weather) and he was forced to return home.

- ✓ The next year, he was back with 50,000 soldiers. This time the Romans were too strong. They defeated many tribes and marched all the way to the River Thames.
- ✓ Over the next year it battled inland, storming through hillforts and conquering anyone who stood in their way.
- ✓ Life in Britain began to change. Hillforts decreased and towns with houses began to be built along streets.
- ✓ Buildings for working and trading were also built. Metal was used for making tools and coins.
- ✓ Trading became very important in Britain with lots of people travelling to Britain to trade at the markets.
- ✓ People in Britain began to eat some Roman food such as Olives and wine. Celts would trade their items for the Roman foods.
- ✓ The Romans conquered much of the south east of Britain.

Practical Tasks (Historical Enquiry):

- Use maps and Atlases to locate Rome, Italy and Britain. Compare a modern-day map to that of the Roman Empire time. (chronology)
- Shared read information about Julius Caesar. Use maps to explore which countries the Roman Empire invaded. (significant individual)
- Research the significance of the Roman army – key points – Roman soldiers' clothing, armor, weapons – create mind maps (significance/source enquiry)
- Recreate the organization of the Roman Army by practicing formations.
- Sequence the events of Julius Caesar's unsuccessful invasions on a time line (cause and consequence)
- Write a paragraph to explain why Julius Caesar was unsuccessful in invading Britain. (cause and consequence)

**Final piece – create a poster answering the key question:
What factors enabled the Roman invasion of Britain to be successful?**

**Answers: organisation of the army, trained disciplined soldiers, battle tactics, having the best army in the world
(these could be pictures on your final assessment page – with some facts around them)**

Key Vocabulary:

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invade, conquer, capture, seize, empire, emperor, tribes, Celts, Romans, soldier, shield, dagger, sword, sandals, javelin, tunic, helmet, rebel, Gaul, BC, AD, Europe, techniques.

Cross-Curricular Links:

Geography-Map work/ changing names and boundaries of countries

Art – Mosaics, fresco style drawings

Computing - Research Roman life

Literacy- Tiger Tiger, Escape from Pompeii

Music-Planet Suite (ones named after Roman Gods.)

Year 4: How does the way the Mayans lived compare to the way people in Britain were living at the time?

NC reference: a non-European society that provides contrasts with British history

Objectives:

- Understand the Mayan creation story – topic hook.
- Understand where the Maya sit in wider chronology
- Understand where the Maya lived and the types of environment
- Understand how the Maya adapted to their environments
- Identify and place key Maya events in order
- Identify key religious beliefs of the Maya
- Explain how the Maya communicated with each other and why this was difficult for the Europeans
- Identify key features of a Maya settlement and explain how it is different from European cities.
- Compare the Maya to the invading Europeans
- Compare the Maya to other groups of people in History

Key Factual Learning:

- ✓ Anglo Saxons settled in Britain from around 400 AD to 1066 AD. The Maya civilization was at its peak in Mesoamerica from 250 AD to 900 AD. Interestingly, although these civilizations occurred at a similar period of time, their lives were very different.
- ✓ The Maya originates from around 2000BCE and were at the height of power around 500 CE (AD)
- ✓ By 900 CE (AD) many Maya settlements had been abandoned. Historians are not sure for the reasons although war and famine are possibilities.
- ✓ The Maya still thrived in parts of Mexico and Guatemala – the most famous city being Chichen Itza.
- ✓ By 1541, the Spanish had conquered all Maya territories. Maya people were not allowed to follow their own beliefs or use their own language.
- ✓ The Maya invented a very complex calendar and used this for when to plant and harvest crops.
- ✓ The Maya worshipped lots of different gods
- ✓ Maya priests were highly respected and educated members of society. They were seen as the god's messengers on Earth. They were very good at astronomy charted the movements of stars and planets.
- ✓ Maya believed in sacrifices and blood letting. This was to appease the gods but also to give the god's blood back to them (it is believed that the gods gave their blood to create humans so they should repay some back.)
- ✓ The Maya used a complex system of hieroglyphs to communicate. Most people could read however only priests and royalty were able to read all the glyphs (roughly about 800 are known by historians.)
- ✓ Glyphs could be one picture (logogram) or picture based on the syllables (syllabogram.)
- ✓ Maya scribes wrote in books called Codices (Codex-singular.) Only 3 survive in the world due to the Spanish burning them.
- ✓ Maya used three distinctive farming methods-slash and burn (cutting down rainforests and burning,) terrace farming (grown on hills) and
- ✓ The Maya ate lots of new foods (to the Spanish) including avocado, turkey, maize and cocoa which they turned into a drink.
- ✓ Maya cities were built around a pyramid. At the top of this would be the temple. Only priests and people going up to the temple were allowed to climb up. Rich people had large houses made of stone which were within the city. Poor people would have a small nah-house-made from wood and jungle vines. There is limited evidence of these small huts.
- ✓ Maya clothing was different from what the Europeans wore. Men wore plain loincloths and women wore simple woven tunics and skirts.
- ✓ Animal furs and headdresses were worn during ceremonial events-the bigger the headwear, the more important the person was. (The priest always wore the biggest!)
- ✓ Maya children did not wear any clothes until they were 5.

Practical Tasks (Historical Enquiry):

- ✓ Create a timeline showing key events in Maya history. Adding in an additional timeline showing who was living in Britain at the same time. (Anglo Saxons)
- ✓ Find out information about some key gods. **4.4**
- ✓ Explain how the idea of sacrifices and blood letting was not acceptable to the eyes of the Spanish. **4.5**
- ✓ Fact finding activity about Maya writing **4.6**
- ✓ Recreate some of the Maya glyphs and create a syllabogram for jaguar **4.6, 4.5**
- ✓ Draw a map of a Maya city, labelling the different buildings that they would have had. **4.2 4.3, 4.5**
- ✓ Draw two people-a Maya and a European-and add the clothing. Compare what materials they used and why you think they wore what they did (children should understand that the Europeans wore clothes made from warmer materials and the Maya wore clothing to keep them cool.)
- ✓ Every lesson will have a question comparing what they have learnt about the Maya to the Europeans. **4.5**

Key Vocabulary:

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Maya, Europeans, invading, invaders, Chichen Itza, BC/ BCE, AD/ CE, settlements, Mexico, Guatemala, Spanish, conquered, territories, priests, worship, sacrifice, blood-letting, hieroglyphics, logograms, syllabograms, codex, codices, farming, slash and burn, terrace, cocoa, avocado, maize, pyramid, temple, nah, limestone, loincloth

Cross-Curricular Links:

Literacy – Rain Player and Chocolate Tree

Art – Sculpture: clay tiles of Maya God

RE – Creation stories