



Hawley Primary School



Years 3&4 – Were the ROMANS really rotten? (Autumn 2, cycle B)

Life in Britain before the Romans: Before the Romans settled here, it was “the Iron Age”, with large, independent **tribes** that sometimes fought. **The Celts** is a name now applied to Britons at that time, but this name was not used back then.

Britannia: In 43 AD, the Roman emperor Claudius launched an invasion of Britain. Over the next 45 years the Roman army gradually extended its control over much of present-day England and Wales and ventured into territory now in Scotland. Eventually they established a new Roman province, **Britannia**, which formed part of their empire until the early 5th century AD.

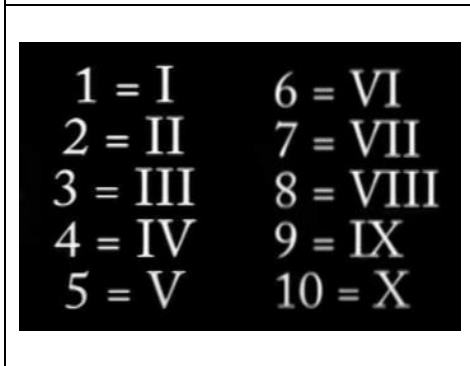
Why did the Romans invade?

- * wood, tin, wool, lead, slaves, gold, silver and corn
- * ambition and power
- * revenge for helping the Gauls (French) fight against the Romans



What did the Romans introduce to Britain?

Our calendar, clean water, sanitation (sewage), roads, cement, bricks, glass, towns, cats, fire service, police, laws, public heated baths, swimming pools, saunas, grapes, apples, pears, turnips, carrots, parks, street cleaners and libraries.



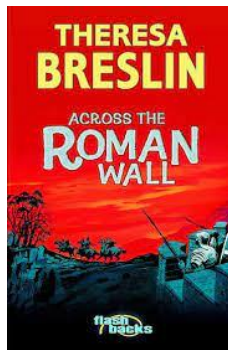
Boudicca / Boadicea / Boudica is believed to have been an ancient British queen who in 60 AD led a revolt against Roman rule. She is one of our most iconic queens. But despite being one of the first 'British' women mentioned in history, there is no direct evidence that she even existed.

Fishbourne Palace, Chichester

This is the largest Roman home in Britain. Many mosaic floors and low walls survive and are protected by a purpose-built building. A museum displays artefacts found by archaeologists when the site was accidentally discovered in the 1960s.



Character descriptions will be written using this book as inspiration with **adjectives** and **expanded noun phrases**.

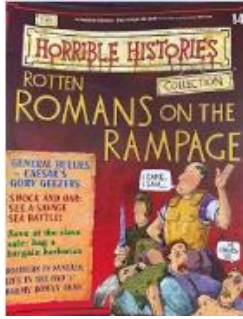


The Army: Military service lasted **25 years**. The Roman army was the most effective military force of the ancient world. It was divided into **legions** (several thousand soldiers) and **centurions** (80). Daily marches could cover 30 miles in full armour. We will recreate Roman military formations – the **tortoise**, the **orb** and the **wedge**.

In Roman mythology, Romulus and Remus were twin brothers who founded the city of Rome. The image of a wolf mothering the baby boys has been the symbol of the city since at least the 3rd century BC, despite no evidence of the brothers existing.



Horrible Histories magazines will be investigated to identify common **non-fiction** features. We will create our own **quiz, Foul Facts, Did You Know?** and **Glossary**.

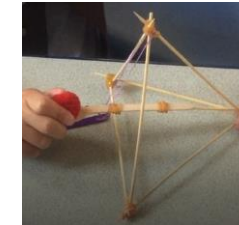


Art: Romans decorated walls and floors with **MOSAICS**. We will see surviving mosaics at Fishbourne Palace. We will make two paper mosaics.

We will learn from the artefacts at Fishbourne that the Romans used different shaped **POTTERY** in everyday life. We will examine examples of **clay coil pots** and we will practise techniques for decorating with clay and for joining clay (“*cross-hatching and slip*”). Then we will design and make a pot.



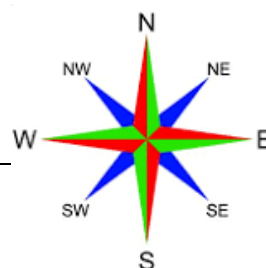
Design & Technology: Part of the success of the Roman armies was that they created different types of **catapults** to destroy buildings or injure/kill their enemy. We will research these catapults online, then create our own much safer, smaller catapults.



Geography: We will write directions using the **8 points of a compass**. We will use **atlases** to identify modern **UK cities** which were important in Roman times. We will learn to interpret some of the **symbols on OS maps**.



| Symbol | Meaning |
|--------|--|
| | Motorway |
| | Main road |
| | Footpath |
| | Train station (single black line on its own means rail track). |
| | Forest |
| | Important building |
| | River |



Music: Instruments can be seen on Roman mosaics, statues and pottery. They played music for entertainment, during religious ceremonies and to motivate soldiers. We will listen to modern versions of some of these instruments – **auros** (recorder), **hydraulis**, **horns** and **lyre**. We will march like soldiers and sing simple songs in time with our movement. We will use instruments to repeat back **rhythms** clapped by our teachers or represented in **staff notation**. We will learn to **sing** songs about the Romans **with expression**.

