

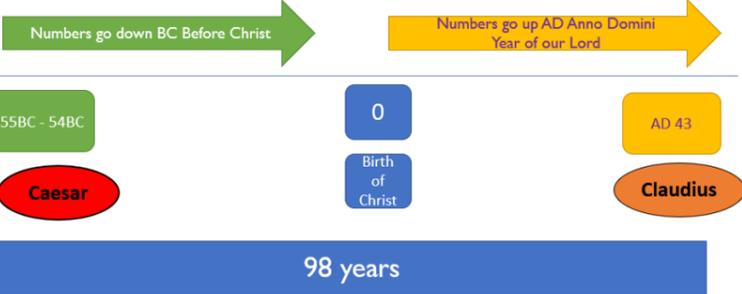


# Year 4 Revolutionary Romans

## Autumn Topic Knowledge Organiser

Knowledge
Skills
Vocabulary

The Romans are coming!



- Knowledge Progression
- Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?
  - Why did Boudica stand up to the Romans?
  - How were the Romans able to keep control?
  - How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived?
  - How can we solve the mystery of why this great empire came to an end?
  - How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

Curriculum Coverage  
The Roman Empire and its impact on Britain.

Historical vocabulary  
Rebellion, chariot, empire, conquer, invasion, legionary, Boudicca, amphitheatre, Colosseum, gladiators, mosaic, soldier, chronology, republic, civilized, society, shield, chariot, spear, Julius Caesar, slave, emperor, settlement, Roman numerals, toga,

Historical enquiry  
When was the Roman Empire? Why did the Romans invade? Who was Boudica? How did the Romans control their armies? What did the Romans do for us? Why did the Roman Empire end? How much influence do Romans have on our life today?

Skills Progression  
Year 4— place events from period on a timeline, use terms related to the period and begin to date events, understand more complex terms (BC, AD), use evidence to reconstruct life in time studied, identify key features and events, look for links and effects, offer a reasonable explanation for some events, look at the evidence available, begin to evaluate the usefulness of different sources, use textbooks and historical knowledge, use evidence to build up a picture of a past event, chose relevant material to present a picture of one aspect or life, ask a variety of questions and use the library and internet for research. Recall, select and organise historical information communicating knowledge and understanding.



**Year 1-2 History:** changes within living memory. the lives of significant individuals in the past who have contributed to national and international achievements (**Rothschild, Queen Victoria**), events beyond living memory that are significant nationally or globally, significant historical events, people and places in their own locality. 1066 and the invasion of the **Normans**.

**Year 3 History:** ancient civilisations, **the Egyptians**, development of the Nile and its importance. The Stone Age development to the **Iron Age**, a local study of **Chesham** and the importance of the local trades.

**Year 5 History:** **Mayan Civilisation** AD 900—how it contrasts with British history. Location of Europe and North & South America, environmental regions, physical & human characteristics, countries and major cities. **History of Islam**, the importance of Baghdad, the architecture, religion, culture and literacy. **Greek life** including **ancient Greece**, scholars, scientists, inventors, myths and legends.

**Year 6 History:** **Black History**—a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **World War II:** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study. Crime and punishment through history.