



History Curriculum at TEAM Multi Academy Trust



The Rise of Rome

(12 Lessons)



History

Vision

History plays a crucial role in helping students understand their own identity and sense of place in time. The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians). Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:



Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert
Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology Development Through the History Curriculum

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1, 046 BC	1,100 BC -146 BC
Period	Dinosaurs alive in pre-history	Stone, Bronze & Iron Age	Ancient Egypt	Shang Dynasty	Ancient Greece
Event	230 million years ago – Dinosaurs Appear (Triassic) 200 million years ago Dominant Land Animals (Jurassic) 66 million years ago – Dinosaur Ext	Stonehenge built (2,500 BC) Skara Brae (c. 3100 BC)	Beginning of First Dynasty (3100 BC) Great Pyramid of Giza built (2,500 BC)	Beginning of the Shang Dynasty (1600 BC) Han Dynasty Expands the Silk Road (206 BC)	The First Olympic Games (776 BC) Birth of Democracy in Athens (507 BC) The Reign of Alexander the Great
Lives	Mary Anning Richard Owen Jack Horner	The Amesbury Archer Cheddar Man The Lindow Man	King Narmer (Menes)/Hatshepsut/ Akhenaten/ Tutankhamun/Ramses II Cleopatra VII,	Fu Hao Qin Shi Huang Confucius	Socrates (c. 470–399 BC) Cleisthenes (570–508 BC) Alexander the Great (356–323 BC)
Encountered in					

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	Roman Republic & Empire	Mayan Civilisation	Saxons	Vikings	Norman – Medieval Britain
Event	Rome becomes an empire , (27BC) Romans invade Britain under Emperor Claudius . (43BC) Roman soldiers leave Britain (AD 401-410)	Maya Writing System is Developed (300 BC) The Maya Civilization Reaches Its Peak (250 AD) Mysterious Decline (900 AD)	Battle of Mount Badon(AD 500) Battle of Camlann(AD 537) Battle of Edington (AD 878)	Viking raid on Lindisfarne (AD 793) Vikings capture York (AD 866)	Battle of Hastings (1066)
Lives	Augustus Caesar/Julius Caesar/Emperor Claudius/Boudicca	K'inich Janaab' Pakal Lady Six Sky	King Arthur/ King Alfred/St Bede	Ragnar Lothbrok/ King Guthrum Ivar the Boneless/Leif Erikson	William the Conqueror
Encountered in					

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	Medieval Britain	Tudors	Stuarts	Maafa - Atlantic Slave Trade	Industrial Revolution
Event	Black Death (1348) The Peasants' Revolt (1381)	Establishment of CofE (1534) Execution of Anne Boleyn (1536) Death of Henry VIII (1547)	Great Plague (1665) Great Fire of London (1666)	Portugal Begins the Enslavement of Africans (1441) Slavery ends in British Emp(1883)	Crimean War (1853-1856)
Lives	Richard II Edward III	Henry VIII/Anne Boleyn/Thomas Cromwell/Thomas Cranmer	King Charles II Thomas Farriner	John Wesley/William Wilberforce/ Oludah Equiano	George Stephenson/IK Brunel Florence Nightingale
Encountered in					

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	Victorians	Heroic Age of Antarctic Exploration	World Wars	Modern Age
Event	Great Exhibition (1851) Education Act (1870)	Imperial Transantarctic Expedition (1914-1917)	World War 1 (1914-1918) World War 2 (1939-1945)	The Space Race Moon Landings (1969)
Lives	Samuel Wilderspin Queen Victoria	Sir Ernest Shackleton RF Scott	Amelia Earhart Queen Elizabeth II	Neil Armstrong
Encountered in				

The Rise of Rome

Subject: History	Year: 3-6	Term: Summer
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| National Curriculum Aims | <ul style="list-style-type: none"> WALT: I can look at examples of Roman pottery and artefacts and make assumptions about what life was like in Roman Britain. WALT: I can use a range of historical source materials to read, research and organise a timeline, showing the chronology of the Roman Empire from 753 BC to AD 476. WALT: I can explore why the Romans invaded Britain and identify where they came from and travelled to. WALT: I can find out about the life of a gladiator using a range of historical sources. WALT: I can find out about famous gladiators and present information about their strengths and stories. WALT: <i>(To be confirmed – The Roman Box Mantle Lesson objective not listed. You may wish to insert your own based on lesson content.)</i> WALT: I can find out about the everyday life of a Roman child using historical sources. WALT: I can compare different descriptions of Boudicca and consider how and why she was portrayed in different ways. WALT: I can explain, in my own words, the impact of the Romans on life today and consider how things might be different without them. WALT: I can find out about Julius Caesar and explain his impact on Rome and beyond. WALT: I can explain why the Roman Empire fell and consider what happens when great civilisations come to an end. WALT: I can show what I have learned about Roman life, people and legacy using key historical vocabulary |
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Key Elements	<p>Lesson 1 – Artefact Enquiry - Key Element: <i>Society and Culture</i> (Children explore everyday life through artefacts and historical enquiry.)</p> <p>Lesson 2 – Timeline of the Roman Empire - Key Element: <i>Chronology and Historical Periods</i> (Children develop an understanding of sequencing and key events over time.)</p> <p>Lesson 3 – Why Did the Romans Invade? - Key Element: <i>Exploration and Invasion</i> (Children investigate reasons for Roman expansion and invasion of Britain.)</p> <p>Lesson 4 – Life of a Gladiator - Key Element: <i>Society and Culture</i> (Children explore roles, status, and entertainment in Roman society.)</p> <p>Lesson 5 – Famous Gladiators - Key Element: <i>Significant People</i> (Focus on key historical individuals and how they were remembered.)</p> <p>Lesson 6 – The Roman Box Mantle Lesson - Key Element: <i>(Suggested: Society and Culture or Exploration and Invasion)</i> (Depending on your focus – could relate to identity, objects, or the context of Roman arrival.)</p> <p>Lesson 7 – Day in the Life of a Roman Child - Key Element: <i>Society and Culture</i> (Daily life, roles, education, and childhood in Roman times.)</p> <p>Lesson 8 – Who Was Boudicca? - Key Element: <i>Significant People and Cause and Consequence</i> (Boudicca as a key figure and the consequences of rebellion.)</p> <p>Lesson 9 – Roman Legacy - Key Element: <i>Empire and Settlement</i> (How the Roman Empire influenced Britain and the wider world.)</p> <p>Lesson 10 – Julius Caesar - Key Element: <i>Monarchy and Leadership</i> (Children examine Caesar’s rule, reforms, and impact on Roman leadership.)</p> <p>Lesson 11 – Fall of the Roman Empire - Key Element: <i>Cause and Consequence</i> (Analysis of reasons behind the decline of a great civilisation.)</p> <p>Lesson 12 – End-of-Unit Reflection - Key Element: <i>Historical Overview and Legacy</i> (Summary of learning across the unit, reinforcing legacy and key concepts.)</p>
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Key Questions	<p>Lesson 1 – Artefact Investigation - Key Question: <i>What can Roman artefacts tell us about life in Roman Britain?</i></p> <p>Lesson 2 – Roman Timeline - Key Question: <i>How did the Roman Empire rise, expand, and eventually fall?</i></p> <p>Lesson 3 – Roman Invasion of Britain - Key Question: <i>Why did the Romans invade Britain, and where did they come from?</i></p> <p>Lesson 4 – Life of a Gladiator - Key Question: <i>What was life really like for a Roman gladiator?</i></p> <p>Lesson 5 – Famous Gladiators - Key Question: <i>Why did some gladiators become famous, and what made them stand out?</i></p> <p>Lesson 6 – The Roman Box Mantle Lesson - Key Question: <i>What can we learn about Roman life from the objects and stories they left behind?</i></p> <p>Lesson 7 – Roman Childhood - Key Question: <i>What was daily life like for a Roman child, and how is it different from ours today?</i></p> <p>Lesson 8 – Boudicca - Key Question: <i>Was Boudicca a hero, a villain, or something in between – and why do people disagree?</i></p> <p>Lesson 9 – Roman Legacy - Key Question: <i>What did the Romans do for us – and how is their influence still seen today?</i></p> <p>Lesson 10 – Julius Caesar - Key Question: <i>Who was Julius Caesar, and how did he shape the Roman world?</i></p> <p>Lesson 11 – Fall of the Roman Empire - Key Question: <i>Why did the Roman Empire fall – and what can we learn from its decline?</i></p> <p>Lesson 12 – End-of-Unit Reflection - Key Question: <i>What have I learned about the rise, life, and legacy of the Roman Empire?</i></p>
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Building Learning Power and Building Futures

The *Rise of Rome* topic builds children’s learning power by deepening their historical knowledge, fostering curiosity, and developing their ability to think critically about cause and consequence, significance, and change over time. Children learn to analyse historical evidence, compare sources, and interpret the motivations and actions of historical figures such as Julius Caesar, Claudius, and Boudicca.

This topic supports children in becoming independent historical thinkers who can ask perceptive questions and construct their own interpretations of the past. Through activities such as debating the fall of the Empire, analysing artefacts, and evaluating legacy, pupils are encouraged to develop skills that are essential for future study and careers: enquiry, reasoning, empathy, and communication. These experiences help build aspirations for the future by showing how historical leadership, innovation, and resilience have shaped modern society—and how individuals, like the children themselves, can influence the world.

The topic also nurtures historical literacy and fluency in academic vocabulary, which is critical to children's success across the curriculum and as future citizens in a rapidly changing world.

Building Community (Local, National and International)

The *Rise of Rome* is situated in **Cycle B of our four-year rolling programme**, where children are encouraged to compare ancient civilisations and explore how empires grew and interacted across time and place. This unit allows pupils to explore national history through the Roman invasion and settlement in Britain, while also drawing **international connections**, particularly through comparison with **ancient Indian civilisations** via our global school links.

By comparing artefacts, exploring shared timelines, and examining how the Roman Empire and Indian empires both influenced modern society, children develop a sense of interconnectedness and global citizenship. They learn that history is not isolated to one country or culture but shaped by the movement of people, ideas, and trade across continents.

Our work with partner schools in India enhances children’s understanding of international community and cultural heritage. Joint activities—such as comparing historical artefacts or creating shared timelines—deepen their sense of empathy, respect, and appreciation for diversity, helping children become confident, outward-looking learners.

Building Self-Esteem and Positive Mental Wellbeing

Throughout the *Rise of Rome* topic, children are given opportunities to engage in role play, presentation, debate, and creative expression through writing and drama. These activities promote self-confidence and allow children to take pride in their ideas, voice their opinions, and reflect on the actions and values of people in the past.

Exploring themes such as justice, leadership, rebellion, freedom, and resilience helps children make personal connections to history and develop a sense of purpose and agency. When children debate whether Boudicca was a hero or a rebel, or consider whether gladiators were honoured or exploited, they learn to balance emotional understanding with critical thought—an essential skill for positive wellbeing.

Inclusive approaches such as Widgit symbol supports, collaborative group work, and opportunities for choice and creativity ensure that all learners can access, enjoy, and succeed in the topic. The strong narrative thread of Rome’s rise and fall gives children a structured way to reflect on how people overcome challenges, solve problems, and build legacies that last—instilling both confidence and resilience.

Vocabulary: Empire, Invasion, Gladiator, Senate, Emperor, Artefact, Legion, Aqueduct, Colosseum, Rebellion, Chronology, Legacy

Key Text				
Development of Knowledge	Lesson	Content	Substantive knowledge	
		Lesson 1	<p>Stick in Widgit Symbol sheets</p> <p>What can artefacts tell us about life in Roman Britain?</p> <p>WALT: I can look at examples of Roman pottery and artefacts and make assumptions about what life was like in Roman Britain.</p> <p>Disciplinary focus: Being a historian – using evidence to make inferences.</p> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> Recap what children already know about life in Britain before the Romans arrived (e.g., Iron Age or Celts). Discuss what the children understand about how historians learn about the past. <p>Elicitation Task</p> <ul style="list-style-type: none"> Show a mystery artefact box (real items or images of Roman artefacts such as pottery, coins, tools, or clothing). Ask: <ul style="list-style-type: none"> “What do you think this is?” “Who might have used it?” “What does it tell us about Roman life?” Record children’s assumptions or questions on a working wall or flipchart. <p>Main Activity</p> <p>Group Investigation Task:</p> <ul style="list-style-type: none"> In mixed-age groups, children examine different artefact images or replicas (pottery fragments, coins, cooking pots, oil lamps, brooches, writing tools). Each group completes an <i>Artefact Analysis Sheet</i>: <ul style="list-style-type: none"> What do you think it is? What material is it made from? What does it tell us about Roman people and their lives? What questions does it leave you with? 	<p>Year 3</p> <ul style="list-style-type: none"> I know that artefacts are objects from the past that help us learn about how people lived. I know that Roman people used things like pots, coins, and tools in their daily lives. <p>Year 4:</p> <ul style="list-style-type: none"> Children know that artefacts are objects from the past used by people. Children know that Romans made items like pottery, tools, and jewellery. <p>Year 5:</p> <ul style="list-style-type: none"> Children know that Roman artefacts help us understand

	<p>Guidance by Year Group:</p> <ul style="list-style-type: none"> ● Year 4: Focus on describing the artefacts using prompts and simple vocabulary (e.g., clay, metal, pattern). ● Year 5: Make simple inferences about what the artefacts were used for and who might have used them. ● Year 6: Make more detailed inferences about daily life, trade, status, and culture based on artefacts, using modal verbs (e.g., “This <i>might have been used</i>...”). <p>SEND Adaptation</p> <ul style="list-style-type: none"> ● Use enlarged, simplified artefact images with labels. ● Offer sentence starters and a visual scaffold for artefact analysis. ● Pre-teach key vocabulary such as “pottery,” “artefact,” “historian,” “evidence.” <p>Diving Deeper Challenge</p> <p>Challenge Question: What can't artefacts tell us about life in Roman Britain?</p> <ul style="list-style-type: none"> ● Year 4: Write a sentence explaining something an artefact can and can't tell us. ● Year 5: Create a short paragraph about the limits of using objects as evidence. ● Year 6: Write a mini-discussion exploring the strengths and limitations of artefacts as historical sources. <p>United Nations Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education – Develops historical enquiry, inference skills, and curiosity about the past.</p> <p>Goal 11: Sustainable Cities and Communities – Explore how material culture and settlement design can reveal how communities lived and organised themselves.</p> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> ● Share images of Roman artefacts with partner schools in India. ● Invite them to share artefacts or traditional objects from their own history for comparison. ● Create a class display or digital presentation comparing how historical objects tell stories in different cultures. <p>Conclusion</p> <ul style="list-style-type: none"> ● Discuss the Big Question: “How do objects help us understand life in Roman Britain?” ● Reflect on how historians use limited evidence to build a picture of the past – and why asking questions is just as important as answering them. 	<p>aspects of daily life.</p> <ul style="list-style-type: none"> ● Children understand that materials like clay and metal were commonly used. <p>Year 6:</p> <ul style="list-style-type: none"> ● Children know that artefacts can suggest information about Roman culture, economy, and social roles. ● Children understand the concept of evidence and inference in historical enquiry. 	
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		<p>Practical Resources</p> <ul style="list-style-type: none"> • Artefact images/replicas • Artefact analysis sheets • Word banks and vocabulary prompts • Mystery artefact box (optional) • Slideshow or printed cards for comparison 		
	<p>Lesson 2</p>	<p>What was the chronology of the Roman Empire? WALT: I can use a range of historical source materials to read, research and organise a timeline, showing the chronology of the Roman Empire from 753 BC to AD 476.</p> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • Recap from Lesson 1: What do artefacts tell us about life in Roman Britain? • Ask: “When do you think the Romans lived?” “Do you think they came before or after the Anglo-Saxons?” <hr/> <p>Main Activity Timeline Investigation:</p> <ul style="list-style-type: none"> • Children work in pairs or trios with a pack of key dates and events from Roman history (some already labelled, others to be matched or researched). • Use a horizontal or vertical timeline template spanning from 753 BC to AD 476. • Focus on major turning points, especially: <ul style="list-style-type: none"> ○ 753 BC – Founding of Rome (myth of Romulus and Remus) ○ 509 BC – Start of Roman Republic ○ 44 BC – Assassination of Julius Caesar ○ 27 BC – Start of Roman Empire under Augustus ○ AD 43 – Roman invasion of Britain under Emperor Claudius ○ AD 122 – Building of Hadrian’s Wall ○ AD 410 – Romans leave Britain ○ AD 476 – Fall of the Western Roman Empire <p>Children use BBC Bitesize and other accessible sources to find additional details.</p> <p>Differentiated Guidance:</p> <ul style="list-style-type: none"> • Year 4: Match pre-written date/event cards and stick them in sequence. Use a scaffolded timeline template. 	<p>Substantive Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • I know that the Romans lived a long time ago and that their empire started before Britain was invaded. • I know that the Roman Empire lasted for hundreds of years and ended before the Anglo-Saxons arrived. <p>Year 4:</p> <ul style="list-style-type: none"> • Children know the Romans founded Rome in 753 BC and invaded Britain in AD 43. • Children understand that the Roman Empire ended in AD 476. <p>Year 5:</p> <ul style="list-style-type: none"> • Children know key chronological 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Children learn to organise historical events chronologically using timelines. • Children understand how to use sources (texts, websites, artefacts) to extract and verify key dates. • Children develop historical enquiry skills by identifying cause and effect within a timeline structure.

	<ul style="list-style-type: none"> ● Year 5: Use mixed cards with some missing dates or events that require online research before adding. ● Year 6: Create a timeline from scratch with dates, descriptions, images, and key figures added through independent research. <hr/> <p>SEND Adaptation</p> <ul style="list-style-type: none"> ● Provide simplified event cards with visual symbols. ● Use a larger timeline format with pre-labelled sections and colour-coded date bands. ● Partner with a peer or adult to discuss and sequence events using physical cards. <hr/> <p>Diving Deeper Challenge</p> <p>Challenge Task: Choose three key events and explain why they were turning points in Roman history.</p> <ul style="list-style-type: none"> ● Year 4: Write a short caption for each chosen event. ● Year 5: Explain the significance of each in a short paragraph. ● Year 6: Link the events together to explain how the Roman Empire rose and fell over time. <hr/> <p>United Nations Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education – Supports chronological understanding and the ability to gather, organise, and interpret historical information.</p> <p>Goal 16: Peace, Justice and Strong Institutions – Encourages reflection on the rise and fall of empires and how civilisations evolve over time.</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> ● Ask partner schools in India to create a timeline of major events in ancient Indian history between 753 BC and AD 476. ● Compare and contrast timelines – what was happening in both parts of the world at the same time? ● Create a joint wall display or digital timeline showing simultaneous events from Roman and Indian history. <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> ● Revisit the Big Question: “How did the Roman Empire rise, expand and eventually fall?” ● Reflect on how timelines help historians understand the order and cause of historical events. <hr/> <p>Practical Resources</p>	<p>markers, including the Roman Republic and Empire, Julius Caesar, and Hadrian’s Wall.</p> <ul style="list-style-type: none"> ● Children understand the significance of the Roman invasion and departure from Britain. <p>Year 6:</p> <ul style="list-style-type: none"> ● Children can place key Roman events in chronological order. ● Children understand that the rise and fall of empires follow patterns of expansion, conflict, and decline. 	

	<ul style="list-style-type: none"> ● Timeline templates (differentiated) ● Cut-out date and event cards ● Chromebooks/tablets for research (BBC Bitesize link) ● Visual timeline display for classroom ● Glue sticks, scissors, coloured pencils 		
	<p>3</p> <p>Why did the Romans invade Britain and where did they come from? WALT: I can explore why the Romans invaded Britain and identify where they came from and travelled to. Disciplinary focus: Using historical enquiry and geographical mapping Approach: <i>Mantle of the Expert – Historical Investigators for the Roman Senate</i></p> <hr/> <p>Mantle of the Expert Setup Context: Children take on the role of expert advisers working for the Roman Senate. They have been tasked with advising Emperor Claudius on whether or not to launch an invasion of Britain. They must gather geographical and economic intelligence to justify (or challenge) the case for invasion.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> ● Recap the Roman timeline from Lesson 2. ● Revisit where Rome is located and what the Roman Empire had already conquered by AD 43. ● Ask: “If you were an Emperor, what would make you want to conquer new lands?” <hr/> <p>Main Activity Part 1: Why Invade Britain?</p> <ul style="list-style-type: none"> ● In role, children gather intelligence using a dossier that includes: <ul style="list-style-type: none"> ○ Reports on Britain's natural resources (gold, tin, lead, wool). ○ Descriptions of Celtic tribes (fierce but disorganised). ○ Notes on political instability in Rome (Claudius seeking popularity). ● Children work in expert teams to list pros and cons of invading. <p>Part 2: Where Did the Romans Come From?</p> <ul style="list-style-type: none"> ● Map activity using atlases or printed maps of Europe: <ul style="list-style-type: none"> ○ Children locate Italy and the city of Rome. ○ Trace expansion routes using arrows (into France, Spain, and Britain). ○ Use labels and colour to mark Roman-controlled areas vs unconquered ones. <p>Part 3: Present Your Advice</p>	<p>Substantive Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> ● I know that the Romans came from a country called Italy. ● I know that they invaded Britain to take land and resources like gold and tin. <p>Year 4:</p> <ul style="list-style-type: none"> ● Children know that the Romans came from Italy and invaded Britain in AD 43. ● Children know that Britain had valuable resources the Romans wanted. <p>Year 5:</p> <ul style="list-style-type: none"> ● Children understand that Roman leaders wanted power, prestige, and materials from Britain. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> ● Children learn to use maps to trace historical movements. ● Children use evidence to infer motivations and consequences. ● Children engage in persuasive discussion and structured roleplay based on historical reasoning.

	<ul style="list-style-type: none"> Teams present their recommendation to the "Emperor" (teacher in role or peer) with evidence. <ul style="list-style-type: none"> Year 4: Simple bullet-pointed list and map labels. Year 5: Short persuasive paragraph with map overlay. Year 6: Oral presentation using persuasive language and strategic justification. <hr/> <p>SEND Adaptation</p> <ul style="list-style-type: none"> Provide a simplified Roman map with fewer labels. Pre-highlight Italy and Britain; use image-based dossiers. Offer sentence starters for roleplay or written tasks. Paired reading of Emperor Claudius' message to support understanding. <hr/> <p>Diving Deeper Challenge Challenge Task: "Was the invasion of Britain more about power or resources?"</p> <ul style="list-style-type: none"> Year 4: Vote and give one reason why. Year 5: Write a short explanation using facts from the dossier. Year 6: Write a persuasive paragraph arguing the primary reason for invasion, with historical evidence. <hr/> <p>United Nations Sustainable Development Goals (SDGs) Goal 4: Quality Education – Encourages critical thinking and empathy by examining reasons for empire-building. Goal 16: Peace, Justice and Strong Institutions – Opens discussion about conflict, leadership, and the consequences of invasion.</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> Compare the Roman motivations for empire-building with other historical empires, including ancient Indian kingdoms. Share maps and discussion responses with your Indian partner school about the idea of "conquering for power or trade." <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> Reflect on the Big Question: "Why did the Romans want to come to Britain – and what did they expect to find?" 	<ul style="list-style-type: none"> Children know key geographical routes the Roman armies took. <p>Year 6:</p> <ul style="list-style-type: none"> Children can explain political and economic reasons for Roman expansion. Children can evaluate strategic decisions related to military invasions. 	
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		<ul style="list-style-type: none"> Use a freeze-frame or short roleplay to show how different groups (Roman generals, traders, senators, and Celts) might have felt about the invasion. <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> Roman Empire map outlines Intelligence dossier sheets Cloaks, scrolls, and props for roleplay Laptops/tablets or BBC Bitesize link for supplementary research 		
	<p>4</p>	<p>What was a gladiator’s life really like? WALT: I can find out about the life of a gladiator using a range of historical sources.</p> <hr/> <p>Mantle of the Expert Setup Context: The class takes on the role of curators and historical advisors working for a major museum preparing an immersive exhibit titled <i>"A Gladiator’s Life: Blood, Honour and Survival."</i> The museum has asked them to design the exhibit based on accurate research into gladiator life, including food, weapons, training, and fate. The exhibition will include written summaries, creative presentations, and possibly a reenactment or guided audio tour script for visitors.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> Reflect on what life might have been like under Roman rule – who held power and who didn’t. Ask: “What do you already know about gladiators? Who were they? Were they all willing fighters?” <hr/> <p>Elicitation Task</p> <ul style="list-style-type: none"> Present a sealed “museum delivery crate” (can be a box or digital slideshow) filled with mystery artefacts/images: gladiator helmet, trident, shield, arena plan, oil lamps, shackles. Ask: “What do these objects suggest about the lives of the people who used them?” “What do you want to find out before we can display these to the public?” <hr/> <p>Main Activity Independent or Paired Research:</p>	<p>Substantive Knowledge Year 3</p> <ul style="list-style-type: none"> I know that gladiators were people who fought in arenas for the Romans to watch. I know that many gladiators were slaves and didn’t choose to fight. <p>Year 4:</p> <ul style="list-style-type: none"> Children know that gladiators were trained fighters, often enslaved. Children understand basic elements of gladiator life (e.g., weapons, arenas). <p>Year 5:</p> <ul style="list-style-type: none"> Children understand that gladiator fights were a form of 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Children learn how to interpret artefacts and texts to infer aspects of past lives. Children learn how to organise and present historical findings for an audience. Children understand the limitations and perspectives of different types of sources.

	<ul style="list-style-type: none"> • Children use historical books, images, BBC Bitesize, and tablets to research specific aspects of gladiator life. Possible topics include: <ul style="list-style-type: none"> ○ Who became a gladiator and why? ○ Types of gladiators and weapons ○ Daily routines and training ○ Food and clothing ○ The role of the Colosseum ○ The life of a slave/gladiator ○ Gladiator games: entertainment or brutality? <p>Flexible Outcome Choice:</p> <ul style="list-style-type: none"> • Ask children how they want to record and share their findings. Options: <ul style="list-style-type: none"> ○ Mind maps or visual notes ○ Mini-books with diagrams and facts ○ Digital presentations or videos ○ Audio tours with voice-over scripts ○ Character monologues or diary entries <p>Guidance by Year Group:</p> <ul style="list-style-type: none"> • Year 4: Use scaffolded fact sheets and sentence frames. Focus on 2–3 research questions. • Year 5: Use a variety of books/websites and begin organising findings using subheadings. • Year 6: Conduct detailed research, evaluate sources, and create a polished product for exhibition. <hr/> <p>SEND Adaptation</p> <ul style="list-style-type: none"> • Provide illustrated fact sheets with simplified language and visual clues. • Allow audio research tools or text-to-speech options. • Partner with a peer for note-taking. • Use a graphic organiser template to record key facts. <hr/> <p>Diving Deeper Challenge</p> <p>Challenge Task: Was being a gladiator an honour or a punishment?</p> <ul style="list-style-type: none"> • Year 4: Choose a side and write a sentence or two explaining your view. • Year 5: Write a short opinion piece with two reasons. • Year 6: Write a persuasive argument, acknowledging both sides and drawing on historical facts. <hr/> <p>United Nations Sustainable Development Goals (SDGs)</p>	<p>public entertainment in ancient Rome.</p> <ul style="list-style-type: none"> • Children know that food, training, and daily life were controlled by owners or trainers. <p>Year 6:</p> <ul style="list-style-type: none"> • Children understand the social hierarchy and role of gladiators within the Roman system. • Children can evaluate the experience of a gladiator using multiple historical sources. 	
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	<p>Goal 4: Quality Education – Encourages research, reasoning, and inquiry from varied sources. Goal 10: Reduced Inequalities – Highlights issues of status, slavery, and human rights through historical context.</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> • Partner school in India could explore warriors or entertainers in ancient Indian societies. • Compare their lives, purposes, and societal status with Roman gladiators. • Children create a joint booklet or presentation titled "<i>Lives of Fighters: Rome and India</i>" <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> • Gallery walk or short presentations where children share their chosen format. • Class discussion: “If you were a historian designing a museum exhibit about gladiators, what message would you want people to take away?” • Optional: Freeze-frame drama or monologue in role as a gladiator. <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> • Research packs and non-fiction books • Laptops/tablets with BBC Bitesize • Printable gladiator artefact cards • Recording tools: sketchbooks, Google Slides, audio recorders • Cloaks, props, or costume elements for drama 		
5	<p>Who were the famous gladiators of Rome? WALT: I can find out about famous gladiators and present information about their strengths and stories.</p> <hr/> <p>Mantle of the Expert Setup Context: Children are now <i>publicity agents</i> or <i>scribes</i> working for the organisers of a grand gladiator games event in Ancient Rome. Their task is to create bold, persuasive poster profiles advertising the gladiator they represent – to inspire awe in the crowd and fear in their opponents.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • Recap Lesson 4: What was life like for a gladiator? • Ask: 	<p>Substantive Knowledge Year 3</p> <ul style="list-style-type: none"> • I know that some gladiators became very famous because they won many fights. • I know that people in Rome cheered for their favourite gladiators like they do for sports stars today <p>Year 4:</p>	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Children learn to research and communicate historical information through persuasive writing. • Children use evidence to create biographical summaries. • Children reflect on how history is shaped

“If you were at the games in Ancient Rome, what would make you cheer for one gladiator over another?”

“How do you think fame and reputation helped gladiators survive and succeed?”

Main Activity

Gladiator Research and Promotion Poster:

1. Introduce 6–8 famous gladiators:
(e.g., **Spartacus, Commodus, Crixus, Carpophorus, Marcus Attilius, Priscus and Verus, Spiculus, Tetrates**)
Brief profiles or fact sheets can be pre-prepared, or accessible via books and websites like BBC Bitesize or DK Eyewitness.
2. Children choose (or are assigned) one famous gladiator and find out:
 - What was their background?
 - What made them unique or powerful?
 - How many battles did they win?
 - Were they a free man or a slave?
 - What was their fate?
3. Children create a **poster or ‘advertising scroll’** featuring:
 - A bold name/title (e.g., “Spartacus: The Rebel Legend!”)
 - Key facts and victories
 - Powerful qualities (strength, speed, bravery)
 - Illustrated imagery, logos or graffiti-style slogans
 - Persuasive language to hype them up to the Roman public

Guidance by Year Group:

- **Year 4:** Use scaffolded templates with prompts (e.g. “My gladiator’s name is...”, “They won...”, “They are brave because...”).
- **Year 5:** Use research notes and build an independently designed poster with a mix of facts and persuasive writing.
- **Year 6:** Include biographical detail, achievements, and an element of historical interpretation (e.g., myth vs fact).

SEND Adaptation

- Provide illustrated gladiator profiles with simplified vocabulary.
- Offer sentence starters and graphic templates for poster layout.
- Allow audio support or pairing with a peer for scribe work.

- Children know that some gladiators became famous through their victories.

- Children understand that gladiators had different roles, backgrounds, and outcomes.

Year 5:

- Children can describe the qualities and achievements of famous gladiators.
- Children know that fame could offer rewards but didn’t guarantee freedom.

Year 6:

- Children understand the difference between historical fact and legend.
- Children can analyse how fame was used

by the stories we choose to tell.

	<p>Diving Deeper Challenge Challenge Task: Compare two gladiators – who would win in a battle and why?</p> <ul style="list-style-type: none"> • Year 4: Discuss in pairs or small groups. • Year 5: Write a paragraph justifying your opinion using facts. • Year 6: Create a mock “versus” commentary or debate based on traits and records. <hr/> <p>United Nations Sustainable Development Goals (SDGs) Goal 4: Quality Education – Builds knowledge and research skills through engaging biography. Goal 5: Gender Equality / Goal 10: Reduced Inequalities – Opportunity to briefly discuss how fame and status were still limited by origin (e.g., most gladiators were enslaved).</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> • Invite partner schools in India to research famous warriors or sports figures from their own history and create similar “hero posters.” • Exchange posters digitally and discuss: “What makes someone a hero in your culture – and how are they remembered?” <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> • Display gladiator posters around the room for a mini “Hall of Heroes.” • Optional: Conduct a mock “Gladiator Draft” – pupils pitch their chosen character to a team of selectors (other pupils or teacher in role as Emperor). • Reflect on: “Why did some gladiators become so famous—and what does that say about Roman society?” <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> • Gladiator fact sheets or short biographies • Poster paper or A3 scroll templates • Word banks and design prompts • Images of Roman graffiti or amphitheatre posters • Digital tools for presentations (if time allows) 	as propaganda in Roman society.	
6	The Roman Box Mantle Lesson		
7	<p>Lesson 7: What was a day in the life of a Roman child really like? WALT: I can find out about the everyday life of a Roman child using historical sources.</p> <hr/> <p>Mantle of the Expert Setup</p>	<p>Substantive Knowledge</p> <p>Year 3</p>	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Children learn how to use written and visual

	<p>Context: The children become curators and interpreters working on a special exhibit called “<i>A Day in the Life of a Roman Child</i>”. The exhibit is part of a Roman Living History Day, and they must research and present key aspects of children’s lives using authentic evidence (letters, artefacts, video clips). Today, they are the experts—dressed as Roman children—and visitors (e.g. other classes or parents) will rely on their knowledge to understand Roman childhood.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> Recap key learning from previous lessons: gladiators, schooling, and daily life in Roman society. Read the two historical-style letters aloud (Atticus and Decima). Highlight how the letters give us personal insight into life as a Roman boy or girl. Ask: “What can we tell about their lives just from what they wrote?” “How were boys’ and girls’ lives similar or different?” <hr/> <p>Main Activity Research Team Challenge: Children are divided into 5–6 mixed-year group teams. Each team is assigned one of the following aspects of Roman childhood:</p> <ul style="list-style-type: none"> Homes Clothes Schooling Entertainment Religion Mealtimes <p>Tasks:</p> <ul style="list-style-type: none"> Use a selection of printed fact sheets, video clips (e.g., BBC Class Clip), and the letters from Atticus and Decima to gather information. Make brief notes or drawings on large flipchart paper, posters, or mini-boards. Prepare a short 1–2 minute presentation in role, as Roman children, explaining their daily life. <p>Optional Roles in the Presentation:</p> <ul style="list-style-type: none"> Narrator (explaining the facts) Re-enactor (acting out a typical moment, e.g., breakfast or lesson) Artist (drawing key artefacts or settings) <hr/> <p>SEND Adaptation</p>	<ul style="list-style-type: none"> I know that Roman children had different lives depending on whether they were rich or poor. I know that Roman boys and girls often had different jobs and learning. <p>Year 4:</p> <ul style="list-style-type: none"> Children know some daily routines of Roman children, including school, games, and food. Children understand the differences between boys’ and girls’ roles. <p>Year 5:</p> <ul style="list-style-type: none"> Children understand the connection between family wealth and education. Children know about Roman religion, entertainment, and domestic life. 	<p>evidence to reconstruct daily life.</p> <ul style="list-style-type: none"> Children practise working collaboratively to interpret, summarise, and present historical findings. Children explore empathy through historical re-enactment and reflection.

	<ul style="list-style-type: none"> ● Provide pictorial fact cards and simplified versions of the Atticus/Decima letters. ● Offer sentence stems and key vocabulary. ● Assign speaking or drawing roles based on confidence and ability. ● Use adult/pupil scribe support in groups. <hr/> <p>Diving Deeper Challenge Challenge Task: Compare the daily life of a Roman child to your own:</p> <ul style="list-style-type: none"> ● Year 4: Create a Venn diagram or simple list. ● Year 5: Write a short diary entry beginning with “I’m glad I’m not a Roman child because...” ● Year 6: Write a paragraph comparing Roman childhood to today, using historical evidence and critical thinking. <hr/> <p>United Nations Sustainable Development Goals (SDGs) Goal 4: Quality Education – Encourages empathy and global historical understanding. Goal 5: Gender Equality / Goal 10: Reduced Inequalities – Discusses the roles of boys and girls in ancient Roman society, promoting reflection on past and present societal expectations.</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> ● Partner school in India could do a parallel activity comparing the life of a Roman child with a child from ancient Indian society. ● Exchange drawings, diary entries or mini video recordings of each group's “day in the life” presentations. <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> ● Each group presents their “Day in the Life” segment to the class or another class. ● Reflect on the Big Question: “What does everyday life tell us about Roman society and what they valued?” <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> ● Atticus and Decima letters (enlarged or printed) ● Flipchart paper / presentation templates ● Fact sheets, artefact photos ● BBC Class Clip video ● Roman dress-up or props for roleplay 	<p>Year 6:</p> <ul style="list-style-type: none"> ● Children can interpret historical sources to draw conclusions about Roman culture and values. ● Children can compare Roman childhood to other time periods or modern life. 	
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	<p>8 Who was Boudicca – warrior or wild woman? WALT: I can compare different descriptions of Boudicca and consider how and why she was portrayed in different ways.</p> <hr/> <p>Mantle of the Expert Setup Context: Children take on the role of historical consultants working for a museum exhibition called <i>“Boudicca: Rebel Queen or Roman Myth?”</i> Their task is to analyse ancient and modern descriptions of Boudicca to create a balanced profile that will be displayed alongside her statue or portrait.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> ● Remind children of what they already know about the Roman invasion of Britain and how the Celts responded. ● Introduce the quote by Dio Cassius (shown on the slide) and read it aloud together. ● Ask: “What words and phrases stand out to you?” “Do you think this is a description of someone to admire, or to fear?” <hr/> <p>Main Activity Part 1: Source Analysis</p> <ul style="list-style-type: none"> ● Display and annotate the description by Dio Cassius: <ul style="list-style-type: none"> ○ “Terrifying of aspect” ○ “Bright red hair to her knees” ○ “Strike fear into all who watched her” ● Ask: “Why might a Roman historian describe Boudicca this way?” “What might the Romans have wanted their people to think about her?” <p>Part 2: Compare with Other Descriptions</p> <ul style="list-style-type: none"> ● Use the BBC Boudicca article https://www.bbc.co.uk/history/historic_figures/boudicca.shtml and printed versions of other sources (e.g. Tacitus’ more sympathetic account, children’s history books, modern reimaginings). ● Children work in pairs to read and highlight similarities and differences. ● Create a simple comparison grid (e.g., “Appearance,” “Actions,” “Character Traits,” “Perspective”). <p>Year Group Guidance:</p> <ul style="list-style-type: none"> ● Year 4: Focus on spotting powerful words and matching tone with illustrations. 	<p>Substantive Knowledge Year 3</p> <ul style="list-style-type: none"> ● I know that Boudicca was a Celtic queen who fought against the Romans. ● I know that some people thought she was brave, but the Romans were afraid of her. <p>Year 4:</p> <ul style="list-style-type: none"> ● Children know that Boudicca led a rebellion against the Romans. ● Children understand that some people feared her, while others admired her. <p>Year 5:</p> <ul style="list-style-type: none"> ● Children understand that different historical sources present events in different ways. ● Children can identify different interpretations of the same person. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> ● Children practise analysing historical language and tone. ● Children learn to compare sources and evaluate reliability. ● Children understand that history is often told through different perspectives.
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	<ul style="list-style-type: none"> ● Year 5: Compare two sources and explain one key similarity and one difference. ● Year 6: Consider the reliability and purpose of the source (e.g., “Why would a Roman historian describe her like this?”). <hr/> <p>SEND Adaptation</p> <ul style="list-style-type: none"> ● Use an annotated version of Dio Cassius’ text with pictures for each phrase. ● Highlight or match powerful words with simple definitions. ● Provide a sentence stem sheet for comparing sources. <hr/> <p>Diving Deeper Challenge</p> <p>Challenge Task: Was Boudicca a hero, a villain, or something in between?</p> <ul style="list-style-type: none"> ● Year 4: Draw and label Boudicca with adjectives taken from the texts. ● Year 5: Write a short paragraph using evidence from the sources. ● Year 6: Write a balanced argument that includes evidence and considers bias or viewpoint. <hr/> <p>United Nations Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education – Promotes literacy and critical analysis through text comparison.</p> <p>Goal 5: Gender Equality – Encourages discussion around how powerful women have been portrayed throughout history.</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> ● Ask your partner school in India to compare a historical female leader or rebel from their own history (e.g., Rani Lakshmibai). ● Share artwork or written comparisons: <i>“How are strong women remembered differently in different cultures?”</i> <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> ● Whole-class discussion: “How do we decide what someone in history was really like?” “Why is it important to look at more than one version of a story?” ● Optional: Freeze-frame or short monologue in role as Boudicca, defending her actions. <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> ● Printed description by Dio Cassius (with glossary) ● BBC Boudicca webpage ● Modern and historical sources (e.g., Tacitus, children’s history texts) 	<p>Year 6:</p> <ul style="list-style-type: none"> ● Children understand how bias, perspective, and purpose shape historical accounts. ● Children can evaluate sources and construct arguments using evidence. 	
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		<ul style="list-style-type: none"> • Comparison grids or double bubble maps • Highlighters and sentence starter sheets 		
	9	<p>What did the Romans do for us? WALT: I can explain, in my own words, the impact of the Romans on life today and consider how things might be different without them.</p> <hr/> <p>Mantle of the Expert Setup Context: Children take on the role of a Roman Legacy Committee working for a historical think tank. They've been invited to contribute to a major exhibition called <i>"Rome's Top Ten Contributions to the Modern World."</i> The museum needs their expert opinion on what should make the final list—and why it still matters today.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • As a class, recall key aspects of Roman life studied over the past few weeks (settlements, gladiators, roads, schools, infrastructure, laws, architecture, etc.). • Watch a short, engaging clip to kick things off: <ul style="list-style-type: none"> ○ BBC Bitesize: Roman inventions and legacy • Ask: "What would the world look like today if the Romans hadn't existed?" <hr/> <p>Main Activity Part 1: Team Discussion and Ranking</p> <ul style="list-style-type: none"> • In groups of 3–4, children are given a set of Roman legacy cards (examples below) or can generate their own ideas: <ul style="list-style-type: none"> ○ Roads and infrastructure ○ Language and writing ○ Architecture (e.g. arches, aqueducts) ○ Public baths and toilets ○ Law and order ○ Calendar ○ Education ○ Central heating ○ The military ○ Cities and town planning ○ Money/coinage 	<p>Substantive Knowledge Year 3</p> <ul style="list-style-type: none"> • I know that the Romans built roads, towns, and buildings that we still use ideas from today. • I know that the Romans helped change how people lived in Britain. <p>Year 4:</p> <ul style="list-style-type: none"> • Children know some things the Romans introduced that we still use today (e.g., roads, toilets, language). <p>Year 5:</p> <ul style="list-style-type: none"> • Children understand how Roman inventions and ideas shaped different aspects of life (e.g., towns, laws). <p>Year 6:</p> <ul style="list-style-type: none"> • Children can explain the long-term influence of the Roman Empire on the 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Children develop the ability to compare and prioritise historical contributions. • Children use evidence and reasoning to justify opinions. • Children practise discussion, debate, and decision-making in groups.

	<ul style="list-style-type: none"> ○ Trade routes ● Each group discusses and ranks their Top 10, justifying their order. <p>Part 2: Whole Class ‘Legacy Debate’</p> <ul style="list-style-type: none"> ● Groups present one or two choices they believe must be included in the final class top 10. ● As a class, vote and discuss until the final Top 10 list is agreed. ● Record the list on a scroll/poster for display or assembly. <hr/> <p>SEND Adaptation</p> <ul style="list-style-type: none"> ● Use symbol-supported or illustrated legacy cards. ● Provide sentence stems (e.g., “I think ____ is important because...”). ● Allow drawing instead of writing for justifications. ● Use peer buddying for discussion confidence. <hr/> <p>Diving Deeper Challenge Challenge Question: What would life be like today if the Romans had never come to Britain?</p> <ul style="list-style-type: none"> ● Year 4: Draw or write one key difference. ● Year 5: Write a paragraph imagining a modern day without Roman influence. ● Year 6: Write a short article or speech titled “<i>What We Owe to the Romans</i>” using persuasive language. <hr/> <p>United Nations Sustainable Development Goals (SDGs) Goal 4: Quality Education – Encourages analysis and collaborative thinking. Goal 11: Sustainable Cities and Communities – Helps children understand how past innovations shape the cities we live in today.</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> ● Ask your Indian partner school: “<i>What did ancient India contribute to the world?</i>” ● Create a collaborative “Top 10 Inventions” wall, comparing Roman and Indian legacies (e.g. numerals, surgery, architecture, literature). <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> ● Final reflection as a class: “Why do you think the Roman Empire had such a long-lasting impact?” “Can we learn from how the Romans built and organised their world?” ● Optional Exit Task: 	development of modern society.	
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		<p>Children each write on a slip: “The Romans changed the world by...” Compile into a class scroll or shared mural.</p> <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> • Roman legacy cards (with text and/or images) • Voting tokens or coloured sticky dots • Scroll paper or large poster sheets • BBC Bitesize video access • Sentence stems for debate 		
	10	<p>Who was Julius Caesar and what impact did he have? WALT: I can find out about Julius Caesar and explain his impact on Rome and beyond.</p> <hr/> <p>Mantle of the Expert Setup Context: Children are now acting as historical biographers commissioned to write a profile of <i>Julius Caesar</i> for a special “<i>Leaders Who Changed the World</i>” collection. Their job is to find out who he was, what he did, and why he is still remembered today.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> • Ask: “Have we heard the name Julius Caesar before in our Roman learning?” “Why do you think he is one of the most famous people in Roman history?” • Optional: Show a short intro video (e.g., BBC Bitesize: Julius Caesar) to give context. <hr/> <p>Main Activity Part 1: Who was Julius Caesar?</p> <ul style="list-style-type: none"> • Share a brief summary or storyboard of key events in Caesar’s life: <ul style="list-style-type: none"> ○ His rise as a general ○ His conquest of Gaul (France) ○ His crossing of the Rubicon ○ His dictatorship and reforms ○ His assassination on the Ides of March, 44 BC <p>Part 2: Research and Impact</p> <ul style="list-style-type: none"> • In pairs or small groups, children use books or printed fact files to explore his achievements and controversies, including: <ul style="list-style-type: none"> ○ Military victories 	<p>Substantive Knowledge Year 3</p> <ul style="list-style-type: none"> • I know that Julius Caesar was a famous Roman leader and general. • I know that he tried to take over Britain before the Romans succeeded. <p>Year 4:</p> <ul style="list-style-type: none"> • Children know that Julius Caesar was a famous Roman leader and general. • Children know that he was assassinated by Roman senators. <p>Year 5:</p> <ul style="list-style-type: none"> • Children understand Caesar’s influence 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Children learn to gather and interpret information from various sources. • Children practise summarising and presenting key historical facts. • Children begin to evaluate historical significance and impact.

	<ul style="list-style-type: none"> ○ Popularity with the people ○ Changes to the calendar (Julian calendar) ○ Challenges to the Senate ○ His death and the shift to the Roman Empire <p>Part 3: Summarise Caesar’s Impact Children choose how to present what they’ve learned:</p> <ul style="list-style-type: none"> ● A short biographical poster ● A news report on his assassination ● A mini-monologue or roleplay as Caesar ● A 'Top 3' impact list with explanations <hr/> <p>Year Group Guidance</p> <ul style="list-style-type: none"> ● Year 4: Use fact cards and complete a sentence frame (e.g. “Julius Caesar was a _____. He changed Rome by _____. People remember him because _____.”) ● Year 5: Write a short paragraph summarising Caesar’s life and impact. ● Year 6: Debate: <i>Was Caesar a hero or a tyrant?</i> Use evidence to argue both sides. <hr/> <p>SEND Adaptation</p> <ul style="list-style-type: none"> ● Provide a simplified Caesar storyboard with symbols and short captions. ● Use a scaffolded timeline or matching activity. ● Offer drawing-based responses (e.g. Caesar’s life as a comic strip). <hr/> <p>Diving Deeper Challenge</p> <p>Challenge Question: “If Caesar hadn’t been killed, how might history have changed?”</p> <ul style="list-style-type: none"> ● Year 4: Talk about it with a partner and draw your idea. ● Year 5: Write a few sentences predicting what might have happened. ● Year 6: Write a historical “What if…” paragraph, imagining Caesar’s next steps. <hr/> <p>United Nations Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education – Builds historical literacy and encourages critical thinking about leadership and legacy.</p> <p>Goal 16: Peace, Justice and Strong Institutions – Encourages discussion around power, democracy, and governance.</p> <hr/> <p>Global Schools Link Activity</p>	<p>on Roman politics and the calendar.</p> <ul style="list-style-type: none"> ● Children can describe how his leadership caused both admiration and conflict. <p>Year 6:</p> <ul style="list-style-type: none"> ● Children can explain how Caesar’s death marked the end of the Republic and the beginning of the Empire. ● Children understand the concept of legacy and how different sources present historical figures. 	
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		<ul style="list-style-type: none"> Partner school in India could research a historical figure who changed Indian society (e.g., Ashoka the Great). Compare Caesar with Indian rulers: leadership, military power, public reforms, lasting impact. <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> Recap the key question: “What made Julius Caesar so important—and why do we still talk about him today?” Optional: Create a class museum display on <i>“10 Figures Who Shaped Rome”</i>, with Julius Caesar as the finale. <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> Storyboards or Caesar fact cards BBC Bitesize video access Sentence starters and summary templates Role-play props or scroll paper Vocab cards (dictator, Senate, assassination, reform, legacy) 		
	<p>11</p>	<p>Why did the Roman Empire fall? WALT: I can explain why the Roman Empire fell and consider what happens when great civilisations come to an end.</p> <hr/> <p>Mantle of the Expert Setup Context: Children act as historical investigators preparing a presentation for the Roman Legacy Exhibition titled: “The Rise and Fall of Rome: What Went Wrong?” Their task is to examine the decline of the Roman Empire and present a summary of the causes in a format that visitors can easily understand.</p> <hr/> <p>Review of Prior Learning</p> <ul style="list-style-type: none"> Recap the growth of the Roman Empire from Lesson 2 and Julius Caesar’s role from Lesson 10. Ask: “If Rome was so powerful and successful, why didn’t it last forever?” “Can you think of any reasons why such a huge empire might begin to fall apart?” <hr/> <p>Main Activity</p>	<p>Substantive Knowledge Year 3</p> <ul style="list-style-type: none"> I know that the Roman Empire ended because of problems like attacks and bad leaders. I know that big empires can fall apart when they are too hard to control. <p>Year 4:</p> <ul style="list-style-type: none"> Children know that Rome was invaded and became too difficult to manage. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Children practise linking causes and effects in history. Children evaluate multiple perspectives and synthesise ideas. Children present findings in accessible, engaging formats.

	<p>Part 1: Investigate the Causes Introduce the main reasons historians believe the Roman Empire collapsed (use simplified cards or slides for each one):</p> <ol style="list-style-type: none"> 1. Invasions by barbarian tribes (e.g., Visigoths, Vandals, Huns) 2. Weak leadership and political chaos 3. Too large to manage effectively 4. Economic problems – rising taxes and inflation 5. Decline of the Roman army 6. Corruption and loss of civic pride 7. Split of the Empire into East and West 8. Over-reliance on enslaved people <p>Group Task: Children work in small teams to investigate 2 causes each. They create a short visual or verbal summary (e.g., poster section, short spoken presentation, comic strip explanation, or mini-news report).</p> <p>Year Group Guidance:</p> <ul style="list-style-type: none"> ● Year 4: Use pictures and simple sentences to explain what happened. ● Year 5: Create short cause-and-effect chains (e.g., “Because of..., this happened...”). ● Year 6: Evaluate which causes were most significant and explain their reasoning. <hr/> <p>SEND Adaptation</p> <ul style="list-style-type: none"> ● Use pictorial support with one or two main causes only. ● Provide a matching activity (cause → effect). ● Use sentence scaffolds such as: “One reason the Romans struggled was...” “This caused problems because...” <hr/> <p>Diving Deeper Challenge Challenge Task: "Could the Romans have saved their Empire?"</p> <ul style="list-style-type: none"> ● Year 4: Give a suggestion or draw an idea. ● Year 5: Write a paragraph offering one or two changes that might have helped. ● Year 6: Write a short letter from a Roman general to the Emperor explaining what they should have done differently. <hr/> <p>United Nations Sustainable Development Goals (SDGs)</p>	<ul style="list-style-type: none"> ● Children know that Rome eventually fell in AD 476. <p>Year 5:</p> <ul style="list-style-type: none"> ● Children understand that multiple causes led to the decline of Rome, including invasions and weak leadership. <p>Year 6:</p> <ul style="list-style-type: none"> ● Children can evaluate the causes of Rome’s fall and argue which were most significant.
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	<p>Goal 16: Peace, Justice and Strong Institutions – Understand how instability and poor leadership can affect whole nations.</p> <p>Goal 11: Sustainable Cities and Communities – Reflect on what causes great cities and civilisations to succeed or fall.</p> <hr/> <p>Global Schools Link Activity</p> <ul style="list-style-type: none"> • Ask partner schools to explore another ancient civilisation (e.g., the Mauryan Empire or Indus Valley) and research what led to its decline. • Compare causes of decline across cultures and time periods. <hr/> <p>Conclusion</p> <ul style="list-style-type: none"> • Gather and compile the group findings to create a class museum panel or final slideshow titled: <i>“The Fall of Rome: 8 Reasons Why”</i> • Final reflection: “What can we learn today from the fall of the Roman Empire?” “Do you think history repeats itself?” <hr/> <p>Practical Resources</p> <ul style="list-style-type: none"> • “Fall of Rome” cause cards or slides • BBC Bitesize support materials (e.g., Fall of the Roman Empire video) • Poster templates or mini-whiteboards • Cloaks or props for roleplay (optional!) 		
12	<p>What have we learned about the Rise of Rome? WALT: I can show what I have learned about Roman life, people and legacy using key historical vocabulary.</p> <hr/> <p>Mantle of the Expert Setup (Optional) You could frame this as a final preparation session for a class exhibition or museum guidebook: “The curators of the Roman exhibition want to know what you, the expert historical advisors, have learned across your research. They need your help writing the guide to go alongside the exhibition, using key Roman vocabulary, people, and facts.”</p> <hr/> <p>Review of the Widgit Symbol Sheet (5–10 mins)</p> <ul style="list-style-type: none"> • Return to the original Widgit symbol sheet stuck in at the start of Lesson 1. • Go through the vocabulary and key people as a class: 	<p>Substantive Knowledge Assessed</p> <ul style="list-style-type: none"> • Understanding of Roman vocabulary, people and events • Key concepts: invasion, empire, resistance, infrastructure, governance, rebellion, decline 	<p>Disciplinary Knowledge Assessed</p> <ul style="list-style-type: none"> • Ability to use historical terms accurately • Reflective understanding of cause and consequence • Use of evidence from prior lessons to support ideas

	<ul style="list-style-type: none"> ○ e.g. Gladiator, Emperor, Senate, Aqueduct, Invasion, Boudicca, Julius Caesar, Slaves, Legion, Colosseum, Chariot racing, Villa, etc. ● Ask: <ul style="list-style-type: none"> “Which of these do you remember learning about?” “Can you give an example of when we used or saw this word during our learning?” <hr/> <p>Main Activity: Personal End-of-Unit Assessment Children complete a structured response task, with differentiation for each year group and SEND needs.</p> <hr/> <p><input checked="" type="checkbox"/> <i>Option A: Roman Knowledge Mat (most accessible)</i> Children complete a structured mat using the Widgit symbols to:</p> <ul style="list-style-type: none"> ● Match vocabulary to definitions or pictures ● Write a short fact for each word ● Draw or label examples from their learning <p>Year 4 Focus: Vocabulary, matching, labelling, short sentences SEND Focus: Visual matching, drawing, sentence stems</p> <hr/> <p><input checked="" type="checkbox"/> <i>Option B: Roman Learning Journal Entry (middle level)</i> Children write a short reflection covering:</p> <ul style="list-style-type: none"> ● “What I’ve learned about the Romans” ● “The most interesting thing I discovered” ● “My favourite Roman person/place/idea and why” ● Use 5 or more key words from the symbol sheet <p>Year 5 Focus: Writing in full sentences, using vocabulary in context</p> <hr/> <p><input checked="" type="checkbox"/> <i>Option C: Roman Exhibition Guide Page (challenge)</i> Children write a paragraph (or create a mini-poster or digital slide) explaining:</p> <ul style="list-style-type: none"> ● What life was like in Roman times ● What made Rome powerful ● What caused it to fall ● Include at least 8 key words and 2 key people with explanations <p>Year 6 Focus: Structured writing with key terminology, historical reasoning, and links to previous lessons</p> <hr/> <p>Diving Deeper Challenge</p>	<ul style="list-style-type: none"> ● Recall of significant figures (e.g. Julius Caesar, Boudicca) 	
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





	<p>Challenge Prompt: Write a question you would ask a Roman child if you could go back in time—and then try to answer it using what you’ve learned.</p> <hr/> <p>Plenary (5–10 mins)</p> <ul style="list-style-type: none">• Invite volunteers to share one thing they’ve written, remembered, or drawn.• Class discussion: “What surprised you most in our Roman learning?” “What would you still like to find out?” <hr/> <p>Optional Extension / Display Opportunity</p> <ul style="list-style-type: none">• Use children's assessment pieces to create a final 'Rise of Rome' corridor display or class museum wall, including:<ul style="list-style-type: none">○ Top 10 Roman contributions○ Quotes from children in role as Boudicca, Caesar or gladiators○ Annotated Widgit vocabulary posters		

Rise of Rome – Key Dates Timeline

A timeline of key events from Roman history linked to the Rise of Rome unit.

Date	Event	Linked Lesson(s)
753 BC	Founding of Rome (legend of Romulus and Remus)	Lesson 2
509 BC	Roman Republic established	Lesson 2
58–50 BC	Julius Caesar's conquest of Gaul	Lesson 10
55–54 BC	Caesar's first invasions of Britain	Lesson 10
44 BC	Assassination of Julius Caesar	Lesson 10
AD 43	Roman invasion of Britain under Emperor Claudius	Lesson 3
AD 60–61	Boudicca's rebellion	Lesson 8
AD 75	Construction of Roman towns, roads and infrastructure	Lesson 4
AD 80	Completion of the Colosseum	Lessons 4–5
AD 100	Peak of Roman Empire's size and power	Lessons 2 & 9
AD 122	Construction of Hadrian's Wall	Lesson 4
AD 212	Roman citizenship extended to all free men	Lesson 9
AD 410	Romans leave Britain	Lesson 11
AD 476	Fall of the Western Roman Empire	Lesson 11

Rise of Rome – Key Vocabulary with Child-Friendly Definitions and Symbol Suggestions

Word	Child-Friendly Definition	Widgit Symbol Suggestion
Empire	A large group of places or countries ruled by one person, like the Roman Empire.	 Map with a crown or ruler over multiple areas
Invasion	When one group of people or an army enters another country to take control.	 Arrows pointing into a country/map
Gladiator	A person trained to fight in big arenas for entertainment, often a slave.	 Person with helmet and sword in an arena
Senate	A group of important men in Rome who helped make decisions and laws.	 Group of people at a table or scroll symbol
Emperor	The most powerful person in the Roman Empire, like a king of many lands.	 Man in robe with a crown or laurel wreath
Artefact	An object from the past that helps us learn about how people lived.	 Old pot, tool, or coin
Legion	A big group of Roman soldiers who travelled and fought together.	 Row of soldiers or shields
Aqueduct	A special bridge or channel the Romans built to carry water.	 Archway with water flowing
Colosseum	A giant stadium in Rome where people watched fights and shows.	 Large round building with crowds
Rebellion	When people rise up and fight against the people in power.	 People shouting or holding signs
Chronology	Putting events in the order they happened in history.	 Timeline or numbered arrows
Legacy	What people or civilisations leave behind that we still remember or use today.	 Building + arrow to modern symbol (e.g. road sign)

Rise of Rome – Timeline

Stick this into your book. These are the key dates from our Rise of Rome topic.

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