YEAR 4: SPRING 1 – TIME COP: SOLVING MYSTERIES OF AN ANCIENT WORLD
HISTORY: HOW DID THE ROMAN'S IMPACT ON BRITAIN?

TO UNDERSTAND AND DESCRIBE: THE IRON AGE

| To understand and describe the changes in Britain from the Stone Age to the Iron Age:	Iron Age 800BC – 43BC	Metalworking	Burials	Hill forts	Celts	Traders	Plough	Tribe

The **Iron Age** began in around **800BC** when the use of **iron** to make tools, weapons and decorative items had **spread** throughout all of **Europe**. The **warrior people** who lived in **Europe** during this time are known today as the **Celts**. They shared **common religious beliefs** and spoke **similar languages**. They were **skilled metalworkers** who made **distinctive art** with **rich**, **swirling patterns**. **Iron** was used to make **weapons**, **tools**, **cooking pots**, **horse harnesses**, and **nails**. It was **harder than copper and bronze**, which had been used before. It was also **more common**. It **changed** ordinary people's **lives**, making important tasks like **farming easier**. **Ploughs** with **tips** made out of **iron** were used to **plant crops** for food. **Iron weapons** also made **fighting** between tribes **more common.**

Learning links:

Science:

Year 4: States of Matter: Solids, liquids and gases

Year 5: Properties and changes of materials

Iron Age Settlements:
The people of **Iron-Age Europe**, called **Celts**, lived in **tribes** ruled by **chiefs** or **kings** and **queens**. **Most** people were **farmers**, who used a variety of **iron tools**. They **cleared** the **land** for **farming** using **iron axes**, and **turned** the **soil** with **iron-tipped ploughs**. There were **battles** with **neighbouring tribes**, who were **fierce rivals**. **Chiefs** built **forts** on **hillsides** to protect their **villages** from **invasion**.
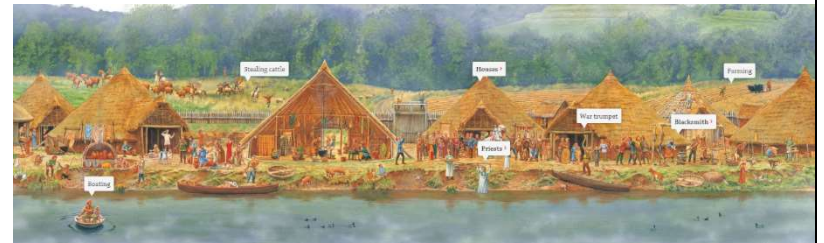
Iron-Age Celtic tribes built **strongly defended hill forts**, which could be like **small towns**. Hill forts were **built on hilltops** and surrounded by **huge banks** (mounds) of **soil** and **ditches**. They were **protected** by **wooden walls** which kept **enemies out**. They were **home to many** people, who would have lived in **wooden houses** with **thatched roofs** made out of straw. Strongholds such as hill forts were **built for protection**. This was because **war was common** in the Iron Age.

Iron Age Warriors:
The **Celt warriors** were **fierce**, **proud warriors** who loved **fighting** and **feasting**. **Unlike the Romans**, who fought in tightly disciplined groups, the **Celts** battled as **individual warriors**, each **seeking personal glory**. The **Celts fought many battles** against each. The **Greeks** and **Romans** were **shocked** by many **Celtic practices**, such as **head-hunting** and **human sacrifice**.

Iron Age Crafts:
The **Celts** made objects with a **decorative art style** which had lots of **swirly lines,** including tightly **coiled spirals**. Chiefs showed their **high status** through beautifully crafted accessories. They wore **gold** and bronze **torcs** (neck-rings) and **bracelets**. Greek and Roman writers record that the **Celts** wore brightly coloured, **patterned clothing**. Men wore **baggy trousers**, called **bracae**, and leather **belts** with **bronze buckles**. Celts also owned gorgeous **vessels** (containers), and **weapons** such as **bronze shields** decorated with **coloured glass**.

THINKING POINT:

Recap: In what ways were the Bronze and Iron Ages similar/different?

What would make Iron Age Britain seem appealing to invaders?

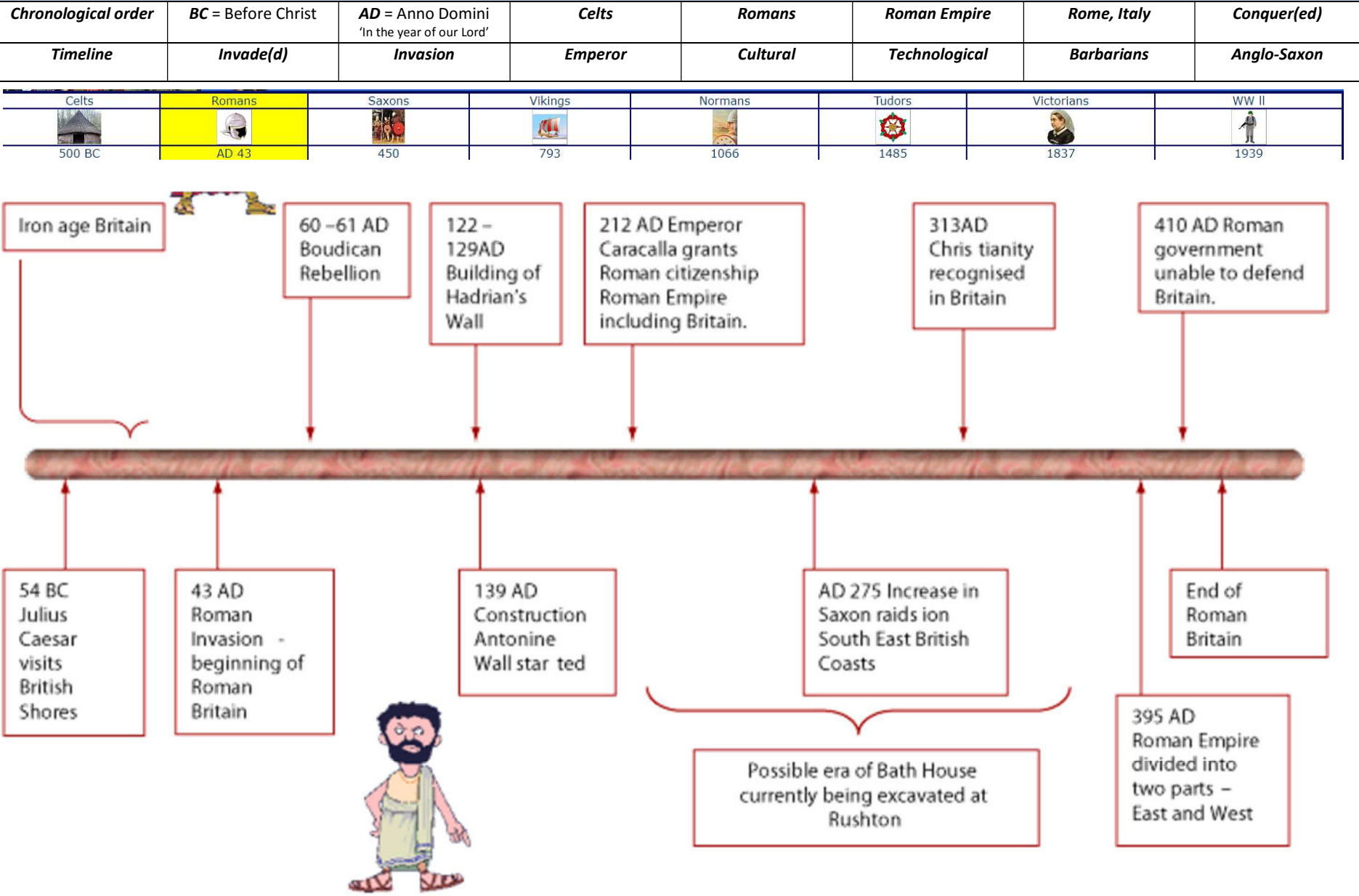What difficulties would invaders have when attacking Iron Age Britain?

CHRONOLOGICAL UNDERSTANDING: THE ROMAN EMPIRE IN BRITAIN

	Chronological order	BC = Before Christ	AD = Anno Domini 'In the year of our Lord'	Celts	Romans	Roman Empire	Rome, Italy	Conquer(ed)
To develop a chronologically secure knowledge and understanding of British history:	Timeline	Invade(d)	Invasion	Emperor	Cultural	Technological	Barbarians	Anglo-Saxon

Celts	Romans	Saxons	Vikings	Normans	Tudors	Victorians	WW II
500 BC	AD 43	450	793	1066	1485	1837	1939

Learning links:

History:

Year 3: End of the Iron Age/Celts – beginning of the Roman Empire

Iron age Britain

60 –61 AD Boudican Rebellion

122 – 129AD Building of Hadrian's Wall

212 AD Emperor Caracalla grants Roman citizenship Roman Empire including Britain.

313AD Chris tianity recognised in Britain

410 AD Roman government unable to defend Britain.

54 BC Julius Caesar visits British Shores

43 AD Roman Invasion - beginning of Roman Britain

139 AD Construction Antonine Wall star ted

AD 275 Increase in Saxon raids ion South East British Coasts

End of Roman Britain

Possible era of Bath House currently being excavated at Rushton

395 AD Roman Empire divided into two parts – East and West

The Roman Empire in Britain – A timeline:

Between *800BC* and *43AD*, *Iron Age Britain* was occupied by the *Celts* (as you will remember from your learning in Year 3).

At the same time, in *Rome*, *Italy*, the *Romans* were becoming more and more *powerful* in *Italy* and *Europe*.

In *202BC*, the *Romans conquered* other countries *outside of Italy* and by *130BC*, they had *invaded* and conquered *Greece* and *Spain*. These countries were now part of the *Roman Empire*.

The *Romans tried* to *invade Britain* many times but the *Celts*, who occupied Britain at the time, were *fierce warriors* and proved *difficult to beat*.

In *43AD*, the *Romans,* led by *Emperor Claudius,* finally *conquered* the *Celts* and the *Roman Empire began* to establish itself in *Britain*.

THINKING POINT:

Who led the first Roman invasions of Britain?

Who led the successful Roman invasion of Britain?

In *60-61AD*, *Boudicca*, a *Queen* married to *King Prasutagus* in *East Anglia* (Norfolk), led a *rebellion* against the *Romans.* She did this because, when her *husband died*, the *Romans* wanted to *cease* her *property*; leaving her with nothing. When she *initially rebelled* against this happening, she and her *daughters* were *attacked* and *beaten*. Because of this humiliation, *Boudicca joined forces* with the neighbouring tribe of the *Trinovantes* and *attacked* the *Roman cities* of *Colchester*, *London* and *St Albans* mercilessly *killing thousands* of *Romans* and *destroying* the *cities*.

In *61AD, Boudicca* and her *rebels* were finally *defeated* by *Paulinus* who chose the site of the battle well and, even though the *Romans were outnumbered*, their *superior weaponry* and *training* enabled them to inflict a *crushing defeat* on the *Britons.*

The *Romans* were in *power* of *Britain* between *43AD* and *410AD* (for *367 years*) and, during this time, implemented *huge cultural* and *technological changes* to *British life*; many of which we can still see evidence of now.

Between *350AD* and *410AD*, *Roman Britain* came under *constant attack* from *Barbarians* such as the *Angle*, *Saxon*, and *Jute* tribes from *North-Western Europe*. They shared the *same language* but were each *ruled* by *different strong warriors*.

Eventually, in *410AD*, the *Roman Empire's* hold of Britain was *defeated* by these *Barbarian* forces. This was the beginning of *Anglo-Saxon Britain*.

THINKING POINT:

Who was Boudicca?

What did she do?

Why did she do it?

What happened to her?

To understand and describe the Roman Empire and its impact on Britain:	Romans	Roman Empire	Regimented	Tactics	Legions	Helmet	Armour	Sword
	Century	Chester	York	Commanders	Officers	Soldiers	Dagger	Shield
	Testudo *Tortoise formation*	Legionaries *Roman Citizens*	Auxillaries *Non-Roman Citizens*	Cavalry *Horse-riding soldiers*				

Learning links:

Enquiry:

Y3-6 Science

Y3-6 History

British History:

Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)
- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 4: Roman Britain (43AD – 410AD)
- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)
- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 6: World War 2 and modern Britain (1939AD – 1945AD)
- Settlements
- Technology
- Leaders
- Religion/ beliefs

The Roman Army:

The **Romans** were extremely **successful** in **battle** because they had **thousands** of **soldiers** who had been **regimented** and **trained** to **fight** in an **organised** way. The **Romans** had designed and built **effective weapons** and tools to be **used** by their **soldiers** and they had a **clear tactic** of fighting in numbers.

The **Roman army** was made up of **groups of soldiers** called **legions**. There were **over 5,000 soldiers in a legion**. There were about **30 legions** around the **Roman Empire.** A **legion** had **commanders**, **officers** and ordinary **soldiers**. There were also **doctors**, **engineers** and **other workers.**

Roman Soldiers:

Roman soldiers were very **strong** and **tough**, they had to **march** over **20 miles** a day with **heavy things** to carry. They had to carry equipment such as **tents**, **food**, cooking **pots** and **weapons** as well as wearing all their **armour**. The **Roman army** was **divided** into **two groups** - **legionaries** and **auxiliaries**.

Legionaries: The **Roman legionary** was a **soldier** who was a **Roman citizen** younger than 45.
The **legionaires** of the **Roman army** were **recruited** only from those who had **Roman citizenship**. By the first century, many **inhabitants** of **Italy**, **Spain** and **Gaul** (France) were **Roman citizens** and were **eligible to serve**.
Legionaires served in the army for **20 years**. They were **well-armed** and **well trained** fighting men. They were also **skilled engineers** and **craftsmen** because they had to **build roads, bridges and forts**.

Auxillaries: The **Auxiliaries** of the **Roman army** were **non-Roman citizens**. They were **recruited** from **tribes** that had been **conquered** by Rome or were **allied** to **Rome**. Roman **Auxiliaries** were **paid less** than the legionaires and had to **serve for 25 years**, after which they **became Roman citizens**.

Cavalry: A **troop** of **120 horsemen**, who served as **scouts** and **messengers** were **attached** to each Roman **legion**.

THINKING POINT:

What were the two different types of Roman soldier?

What was a legion?

Armour and Weaponry:
The **basic equipment** of a **Roman soldier** was:
- **Helmet**
- **Armour**
- **Sword**
- **Spear**
- **Shield**
- **Red Battle Cloak**

Shield: On the **left side** of the soldier's body, was his trusty **shield** (**scutum**). It was a **semi-circular shield**, designed so that any **missiles** thrown at the soldier would be **deflected** to one side. This would mean **less effort** by the soldier would be needed to **defend himself**. In the centre of it, a metal **boss** would cover and protect the soldier's hand.

Sword: The **sword** was very important. It was **light** and **short** (no more than **50 cm**) so **soldiers** can use it for **stabbing quickly**. The legionary **wore** his sword high on the **right side of his body**. This **enabled** it to be **drawn underarm** with his **right hand** without interfering with the shield which he carried in his left.

Throwing spear: A soldier carried **two spears** to **throw** at the enemy. The spears were just over **two metres** long and they were designed to **bend** and **stick** in the enemy's **shield** so he could not use it to **protect himself**. They were **difficult to pull out** and would **bend on impact**, so they **couldn't be thrown back** at the attacking **Roman soldiers**.

Helmet: On the front of the **helmet** , about 3" above the rim is a **protrusion protecting** the **forehead**. This was designed to **prevent** sword **blows** from **penetrating** the helmet and causing head injuries. The **rear** of the helmet had a **guard** that **protected** the **neck** from sword blows.

Body Armour: The **body armour** was made from **overlapping iron strips**. These **metal strips** were **fastened** with **hooks** and **laces** at the front and **hinged** at the back. These were held together by **vertical leather strips** on the inside. This enabled the soldier to be **well protected** and also be **flexible** enough to allow him to **bend**. The armour was **strengthened** by **front** and **back plates** below the neck. The **shoulders** were **protected** by a pair of **curved pieces**.

Roman Army Formations:
Testudo (The Tortoise): One of the **Romans** most **famous formations** was the **Tortoise** (**testudo**). Testudo is the Latin word for "tortoise". It was used to **protect** the **soldiers** from attacks. The soldiers in the **front** and **side** rows **interlocked** their **shields**. The soldiers in the **back lines** placed their **shields over** their **heads** to form a protective "**shell**" over top of the men. The **Testudo** was a very **strong, tight formation**. It was usually **used to approach fortifications**. The **soldiers** could **march** up to a fort in the Testudo formation and **not one of them would get hurt**. The **shields fitted** so **closely** together that they **formed** one **unbroken surface** without any gaps between them. It has been said that it was so strong a formation that men could walk upon them, and even horses and chariots be driven over them.

THINKING POINT:

What made Roman soldiers so successful?

TO UNDERSTAND AND DESCRIBE: HOW THE ROMANS CHANGED BRITAIN

To understand and describe the Roman Empire and its impact on Britain:	Romans	Celts	Culture	Politics	Lifestyle	Invasion(s)	Roman roads	Leisure time
	Trade	Settlements	Towns	Cities	Technology	Technological	Conquests	Roman baths
	Aqueducts	Drains	Sewers	Public lavatories	Excavate(ion)	Engineering	Hypocaust	

Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
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Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD) ● Invasion ● Settlements ● Technology ● Leaders ● Religion/ beliefs
Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD) ● Settlements ● Technology ● Leaders ● Religion/ beliefs
Year 6: The English Civil War and the Stuarts (1603AD – 1714AD) ● Settlements ● Technology ● Leaders ● Religion/ beliefs
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How the Romans changed Britain:

The *Romans' presence* in *Britain* caused *massive change* on the island. While the *Romans* did bring *cruelty* and subjection to the *Celts*, they also brought *modernisation* and new *culture*. The *Romans* were in *control* of *Britain* for *nearly 400 years*. The Romans' influence in Britain and across Europe is still felt today. Many aspects of our *culture*, *politics* and *lifestyle* were *started* or influenced by something the *Romans* did.

Roman Roads:

Before the *Romans* arrived, the *Celts* travelled between places on paths that had been created by people travelling on the same patch of ground over years. These were muddy, stony, and would curve around nature such as hills and forests. They were difficult to travel on and were often not the most direct route between two places.
The *Romans* became famous for building *long, straight roads* across *Britain*. They saw this as the *most effective choice* - a *straight line* between two points is the *shortest distance* between them. They would chop down forests and flatten hills were possible to do this. The roads helped them carry out their short-term goals, but *many* of the *routes* they *founded still exist* today.

Constructing these *roads* was *brutal business*. The *soldiers had to do it* themselves, *without machines*. They started by digging a *ditch* on either side. Then they piled earth and stone between these ditches to make a road that had a *camber. Roman roads sloped* down from the *middle* to *ditches* on either side to *allow* the *rain* to *drain away* and not make the road too muddy. The roads were topped with large *paving stones* or *gravel*. Eventually, the *Romans built roads* between the *north* and the *south* of *England*, and across the *east* and *west*, including into Wales. By the time they left Britain in the year *410AD*, they had *built* over *5,000 miles of solid road*.

THINKING POINT:

Why were Roman roads so much better than Celtic ones?

Roman Settlements:

As well as new *military technology*, The Romans showed *Britons improvements* they could make to everyday life, including on their *farms* and in their *homes*. When the *Romans* were not distracted by other conquests or Celtic uprisings, they were able to *build settlements on Britain*. This meant that gradually, people in Britain stopped living in small, separate villages and *started living in Roman-style towns and cities*. This meant that Britons were introduced to vital services and infrastructures such as *aqueducts*, *drains* and *sewers. Roman-style villas* began to be *built* for the *super wealthy*, and *Roman public buildings* such as *baths* began to appear. Within *17 years of the invasion*, they had *several major towns* in place *connected* by the famous *Roman roads*.

Many towns had *running water and sewers. Aqueducts* were *bridges* for *bringing water* to the towns. Only the *rich* had *water piped* to their *houses*; everyone else used water from public fountains. Villas were also fitted with underfloor heating called the **hypocaust** system. The only *toilets* were *public lavatories*, which were *built* around the *town* and *connected* to *underground sewers. Buildings* were made of *stone* and *brick*. They were so *well built* that we have been able to *excavate* many *Roman buildings* and even *towns*.
The *three largest* Roman towns were *London*, *Colchester* and *St. Albans*.
Every town with a name ending in **'chester'** or **'caster'** or **' cester'** was once a **Roman town** e.g. Doncaster, Dorchester and Cirencester.

THINKING POINT:

What new technologies did Roman villas have?

Roman Leisure Time:

Roman Baths: Every town had its own *bath complex* (like a large swimming pool). The *Romans* loved *washing* and *bathing* so they built *magnificent public bath houses* in *towns* across their *empire*. Rich *villa* owners would have their *own baths* in their homes. You can see the *remains* of a *Roman bath* in the city of *Bath*, in *Somerset*.
However, these baths were not only places for washing. People went to the *public baths* for *entertainment*, *healing* or just to get *clean*. Some people went to the public baths to *meet friends* and spend their *spare time* there. Large bath houses had *restaurants, games rooms, snack bars and libraries*.

Language and numbers:

The *language* we use *today* was *developed* from the *Romans*. The *Romans spoke* and *wrote* in *Latin* and much of the English language is based on *Latin words*. Only *wealthy children* were able to go to *school*, as they were very *limited* (only some towns had a school). *Extremely wealthy families* would *pay* an *educated slave* called a *Pedagogue* to *teach* their *children*. They would *learn Latin* and *numbers*.
A lot of our *English language* is *originated* from the *Latin* spoken by the *Romans*.
The *Roman Numeral*, as far as we know, was the only *written numbering system* used in *Ancient Rome* and *Europe* until about *900 AD*, when the *Arabic Numbering System*, which was originated by the *Hindu's*, came into use. (The Arabic Numbers are the ones we use today 0, 1, 2, 3, 4, 5, 6, 7, 8, 9).
Roman Numerals do not have a *zero (0)* and have *7 digits (I, V, X, L, C, M)*
This numbering system is still present in today's society:

Henry VIII

Pope Benedict XVI

1 = I	8 = VIII	60 = LX
2 = II	9 = IX	70 = LXX
3 = III	10 = X	80 = LXXX
4 = IV	20 = XX	90 = XC
5 = V	30 = XXX	100 = C
6 = VI	40 = XL	500 = D
7 = VII	50 = L	1000 = M
		2000 = MM

KEY ASSESSMENT AND APPLICATION OPPORTUNITIES:

EXS:	GDS:
Identify 4 influences that the Romans had on British culture and explain why these have had an impact on our lives today.	Select one Roman invention that they introduced into Britain. Why do you think the Romans felt this invention was necessary? Explain with evidence from the time period.