



Rotten Romans

Year Three- Term 6



Vocabulary

Century	A group of 100 men from the Roman Infantry/Army.
Centurian	A centurian was a professional officer of the Roman army after the Marian reforms of 107 BC. Centurions commanded a century of around 80 legionaries.
Legion	A Roman legion (Latin legio, "military levy, conscription", from legere "to choose") was the largest military unit of the Roman army.
Emperor	Roman emperors were the rulers of the Roman Empire.
Empire	The Roman Empire was the largest empire of the ancient world. Its capital was Rome, and its empire was based in the Mediterranean.
Hypocaust	Is a system of central heating in a building that produces and circulates hot air below the floor of a room.
Iceni Tribe	Iceni , in ancient Britain, a tribe that occupied the territory of present-day Norfolk and Suffolk and, under its queen Boudicca (Boadicea), revolted against Roman rule. The Iceni made a treaty with the Romans at the time of Claudius 's invasion of Britain (AD 43)
Mosaic	The floors of Roman buildings were often richly decorated with mosaics - tiny coloured stones (tesserae). Many mosaics captured scenes of history and everyday Roman life.

Prior Knowledge/Key knowledge

Prior Knowledge from Year 2	Ask and answer questions to show understanding of key features of events Understand some of the ways we learn about the past and ways in which it is represented
Roman Army	The Roman army was the largest and meanest fighting force in the ancient world. One of the main reasons Rome became so powerful was because of the strength of its army. It conquered a vast empire that stretched from Britain all the way to the Middle East.
Celts	The Celts were the most powerful people in central and northern Europe. There were many groups (tribes) of Celts, speaking a vaguely common language.
Leisure - Bathhouses	Public baths were a feature of ancient Greek towns but were usually limited to a series of hip-baths. The Romans expanded the idea to incorporate a wide array of facilities and baths became common in even the smaller towns of the Roman world, where they were often located near the forum.

Key Skills

Main learning	Ask and respond to questions about a person or event from the past using different sources Begin to use more than one source to form a conclusion Be able to talk about and describe historical events using appropriate vocabulary
Greater depth	Form reasoned arguments for why events from the past can be interpreted in different ways Reflect on and explain how events have shaped their lives today. Explain why certain changes and developments were of particular significance within topics and across time periods.

Big Questions/Challenging Perceptions:



Were all Roman impacts on British civilisation positive? Why?

Where do new plants come from?

Timeline

