

The Abbey Hill CURRICULUM

WHY SHOULD WE
THANK THE
ROMANS?

Achieving our dreams together





Why should we thank the Romans?



Key Idea:



We owe much of Britain's development to the Romans, whose arrival in 43 CE marked the beginning of a remarkable transformation. They introduced vital infrastructure—roads, bridges, and aqueducts—that connected the country and improved everyday life. Roman cities like Londinium flourished, while public spaces such as bathhouses, amphitheatres, and forums shaped British culture. Thanks to their innovations in medicine, public health, and law, the Romans left a lasting impact that still echoes in our cities and systems today.

We will:



Contribute a gallery to our School Museum, showcasing learning about The Romans.

Core Text:



Empire's End
Laila Rasheed



Core Knowledge



- The Roman Empire's capital was Rome
 - The Romans then successfully invaded Britain in 43 CE.
 - Romans introduced roads, bridges, aqueducts, and arches, transforming Britain's infrastructure
 - Londinium (modern-day London) flourished as a trade hub on the River Thames.
 - The Romans brought bathhouses, amphitheatres, and forums, influencing British culture and creating new public spaces central to Roman life.
 - The Romans advanced medicine by developing public health systems
 - E&D Queen Boudicca of the Iceni led a revolt against Roman rule in 60-61 CE. Her strength remains a symbol of resistance.
 - Roman Britain officially ended in 410 CE when the Roman Emperor Honorius withdrew the Roman legions to defend other parts of the empire, leaving Britain unsettled and vulnerable to invasions.
- The Romans' impact remains in roads, cities like London and York, and lasting cultural influences, including law and language.

Disciplinary Knowledge



Being a Historian:

Know that change can depend on economic circumstances, inventions and people's beliefs.

Know why people did things or why events happened.

Know the key people in historical events, what they did and say why they were important.

Know about different people and their beliefs in a period of time.

Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

Know the connections between short-term and long-term timescales.

Know there are primary and secondary sources and understand that they can vary in reliability.

Know examples of accounts of events from different sources.

Being a Geographer:

Know key aspects of human geography - types of settlement and land use, economic activity including trade links (Impact of Roman settlements).





Lesson 1: When and how did the Roman Empire begin?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To understand the origins of the Roman Empire and key events leading to its rise as a powerful civilization. |
| Disciplinary Knowledge | Know the connections between local, regional, and international history and how political and military events shaped change. |
| Key Knowledge | The Roman Empire began with Rome as its capital. It grew into a powerful empire influencing large areas of Europe and beyond. |
| Teacher Actions | Present an overview timeline of Rome's foundation and early growth. Use maps showing expansion from Rome across Europe. |
| Pupil Activities | Pupils place key Roman events on a timeline and plot Rome's expansion on a map, discussing reasons for Roman power and success. |
| Evidence | Annotated timeline and expansion maps to be displayed in the museum gallery with pupil explanations. |
| Adaptations | Chunk information into small parts; use timeline cards and large, simple maps with clear visuals and labels. |

Lesson 2: Why did the Romans invade Britain in 43 CE?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To understand the reasons behind the Roman invasion of Britain and what motivated their conquest. |
| Disciplinary Knowledge | Know that people make decisions for a variety of reasons including political gain, military strategy, and resources. |
| Key Knowledge | The Romans invaded Britain in 43 CE to expand their empire, access resources, and control strategic trade routes. |
| Teacher Actions | Explain political and economic motives for invasion, using sources like Roman letters or accounts. |
| Pupil Activities | Role-play a Roman general planning the invasion, discussing strategic reasons. Pupils debate pros and cons of invasion. |
| Evidence | Recorded role-plays and discussion notes exhibited in the school gallery to show understanding of motives. |
| Adaptations | Use visual aids and sentence frames for debate; support vocabulary development with key words and meanings. |





Lesson 3: How would you rank Roman inventions by importance?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To analyse and rank key Roman inventions based on their impact on Britain and the wider world. |
| Disciplinary Knowledge | Know that historical changes can be caused by inventions and that people's beliefs affect what they create. |
| Key Knowledge | Romans introduced roads, aqueducts, bathhouses, and public health systems that transformed Britain's infrastructure. |
| Teacher Actions | Introduce key inventions with images and short explanations. Model ranking criteria for pupils to consider impact and legacy. |
| Pupil Activities | Pupils work in groups to rank Roman inventions and justify their choices through discussion and written explanation. |
| Evidence | Ranking posters with explanations displayed in the school museum gallery, showing pupils' reasoning and teamwork. |
| Adaptations | Provide sentence starters and visual cards for each invention; scaffold group discussions with guided questions. |

Lesson 4: Why did the Romans build roads, bridges, and aqueducts?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To understand the practical reasons behind Roman engineering projects and their importance to empire control and trade. |
| Disciplinary Knowledge | Know that people make decisions for reasons including political power, economic benefit, and military needs. |
| Key Knowledge | Roads, bridges, and aqueducts helped the Romans move armies, goods, and water efficiently across the empire. |
| Teacher Actions | Use diagrams and videos of Roman infrastructure; explain how these inventions solved problems. |
| Pupil Activities | Design and build a simple model Roman bridge or aqueduct in groups, explaining its purpose. |
| Evidence | Group models and explanation sheets exhibited in the museum gallery as examples of Roman engineering. |
| Adaptations | Use step-by-step instructions with pictures; provide hands-on materials and peer support for model construction. |





Lesson 5: What did Londinium look like and why was it important?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To explore the geography and architecture of Londinium, understanding its role as a thriving Roman trade centre on the Thames. |
| Disciplinary Knowledge | Know how geography influences settlement development and the economy of historical towns. |
| Key Knowledge | Londinium featured forums, amphitheatres, baths, and was a key trading port thanks to the River Thames. |
| Teacher Actions | Present images, maps, and reconstructions of Londinium. Discuss town layout and key buildings. |
| Pupil Activities | Create detailed visual models or drawings of Londinium with labeled key features. Role-play as traders planning goods for export. |
| Evidence | Visual models and annotated drawings displayed in the school museum gallery showing pupils' understanding of Londinium's layout. |
| Adaptations | Provide vocabulary banks and sentence starters; use visual aids and scaffolded drawing templates. |

Lesson 6: How can we create a Roman-style spa experience today?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To understand Roman bathhouses and their social function by designing a modern spa inspired by Roman ideas of health and leisure. |
| Disciplinary Knowledge | Know how historical inventions influence modern life and culture. |
| Key Knowledge | Romans built bathhouses with hot, warm, and cold rooms as social and health centres. |
| Teacher Actions | Show images and videos of Roman baths; explain their structure and use. Discuss social importance. |
| Pupil Activities | Design a spa layout inspired by Roman baths including different rooms and services. Present ideas to the class. |
| Evidence | Spa designs with explanations showcased in the museum gallery to demonstrate links between Roman and modern leisure. |
| Adaptations | Use templates and visuals to scaffold design; allow verbal presentations as alternative evidence. |





Lesson 7: How would Romans treat modern illnesses?

| Section | Details |
|-------------------------------|--|
| Learning Intention | To explore Roman medical knowledge and compare it to modern treatments. |
| Disciplinary Knowledge | Know that historical beliefs about health influenced medical practices and treatments. |
| Key Knowledge | Romans advanced medicine with public health systems, herbal remedies, and surgery techniques. |
| Teacher Actions | Present information on Roman medical practices and public health innovations. |
| Pupil Activities | In groups, pupils design treatments for modern illnesses using Roman knowledge and present their ideas creatively. |
| Evidence | Treatment plans and presentations displayed in the museum gallery to show understanding of Roman medical impact. |
| Adaptations | Provide research materials and scaffolded templates; allow creative expression through drawing or drama. |

Lesson 8: Who was Boudicca and why is she remembered?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To learn about Boudicca's life, her revolt against Roman rule, and her significance as a symbol of resistance and power. |
| Disciplinary Knowledge | Know that people's beliefs and social positions influence historical events and their remembrance. |
| Key Knowledge | Boudicca led the Iceni revolt in 60-61 CE and is remembered as a powerful leader opposing Roman occupation. |
| Teacher Actions | Share stories, images, and Roman accounts of Boudicca. Discuss her role and legacy. |
| Pupil Activities | Create posters or speeches celebrating Boudicca as a powerful figure and explain her importance to Roman Britain history. |
| Evidence | Posters and speeches exhibited in the museum gallery demonstrating understanding of Boudicca's impact. |
| Adaptations | Use writing frames and vocabulary supports; allow oral presentations for diverse learners. |





Lesson 9: How did the Roman Empire in Britain come to an end?

| Section | Details |
|-------------------------------|--|
| Learning Intention | To explore the reasons for the end of Roman Britain and understand the consequences of Roman withdrawal. |
| Disciplinary Knowledge | Know that historical events have short- and long-term causes and effects, and different interpretations exist. |
| Key Knowledge | Roman legions withdrew in 410 CE to defend other parts of the empire, leading to instability and vulnerability in Britain. |
| Teacher Actions | Present timeline and causes for Roman withdrawal using different sources and perspectives. |
| Pupil Activities | Analyze sources to write a short explanation of why Roman rule ended and discuss its impact on Britain. |
| Evidence | Written explanations displayed in the museum gallery showing pupils' understanding of historical cause and effect. |
| Adaptations | Provide sentence starters and source analysis support; scaffold explanations with graphic organizers. |

Lesson 10: What Roman legacies remain in Britain today?

| Section | Details |
|-------------------------------|---|
| Learning Intention | To identify and celebrate Roman contributions still visible in Britain's culture, infrastructure, and language. |
| Disciplinary Knowledge | Know that inventions and cultural influences can last beyond the civilization that created them. |
| Key Knowledge | Roman roads, cities like London and York, public buildings, law, and language are important Roman legacies. |
| Teacher Actions | Show examples of Roman legacies in modern Britain; guide pupils to research and present their findings. |
| Pupil Activities | Create museum exhibits with models, posters, and presentations celebrating Roman legacies in modern Britain. |
| Evidence | Museum gallery exhibits showcasing pupil research and creative presentations celebrating Roman influence today. |
| Adaptations | Provide research scaffolds and templates; encourage peer collaboration and use of varied presentation formats. |



Knowledge Organiser

WHY SHOULD WE THANK THE ROMANS?

The Romans arrived in Britain nearly 2,000 years ago—and left behind more than just ruins. From roads and cities to public baths and language, their influence is still felt today. They even shaped how we live, travel, and govern. How different would life be if the Romans had never come?



KEY KNOWLEDGE

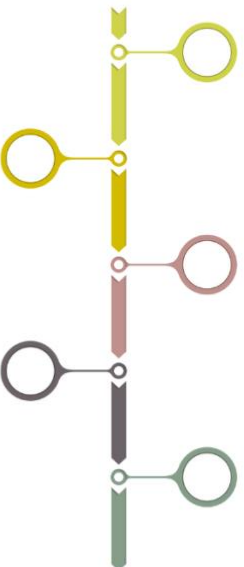
- The capital of the Roman Empire was Rome.
- Romans invaded Britain in 43 CE and took control.
- They built roads, bridges, aqueducts, and strong buildings.
- Londinium (now London) became a busy trade centre.
- Bathhouses, theatres, and forums changed British daily life.
- Romans improved health through better water and hygiene.
- Boudicca led a famous revolt against Roman rule in 60–61 CE.
- Roman rule ended in 410 CE when legions were withdrawn.
- Roman ideas in law, roads, and cities still influence us.

TOPIC TIMELINE

43 CE – Romans invade Britain

c. 75 CE – Londinium grows as a trade hub

410 CE – Romans leave Britain



60–61 CE – Boudicca leads a revolt

122 CE – Hadrian's Wall is built

FAMOUS 3



Boudicca – A brave queen who resisted Roman rule.



Julius Caesar – First tried to invade Britain before 43 CE.



Gaius Suetonius Paulinus – The Roman governor defeated by Boudicca in early battles.

GLOSSARY

- Empire** – Many lands ruled by one leader.
- Aqueduct** – A structure that carries water.
- Amphitheatre** – A place for shows and gladiator fights.
- Forum** – A Roman meeting and market space.
- Legion** – A large group of Roman soldiers.
- Revolt** – Fighting against people in charge.
- Infrastructure** – Roads, bridges, and important buildings.
- Invasion** – Entering land by force to take control.

