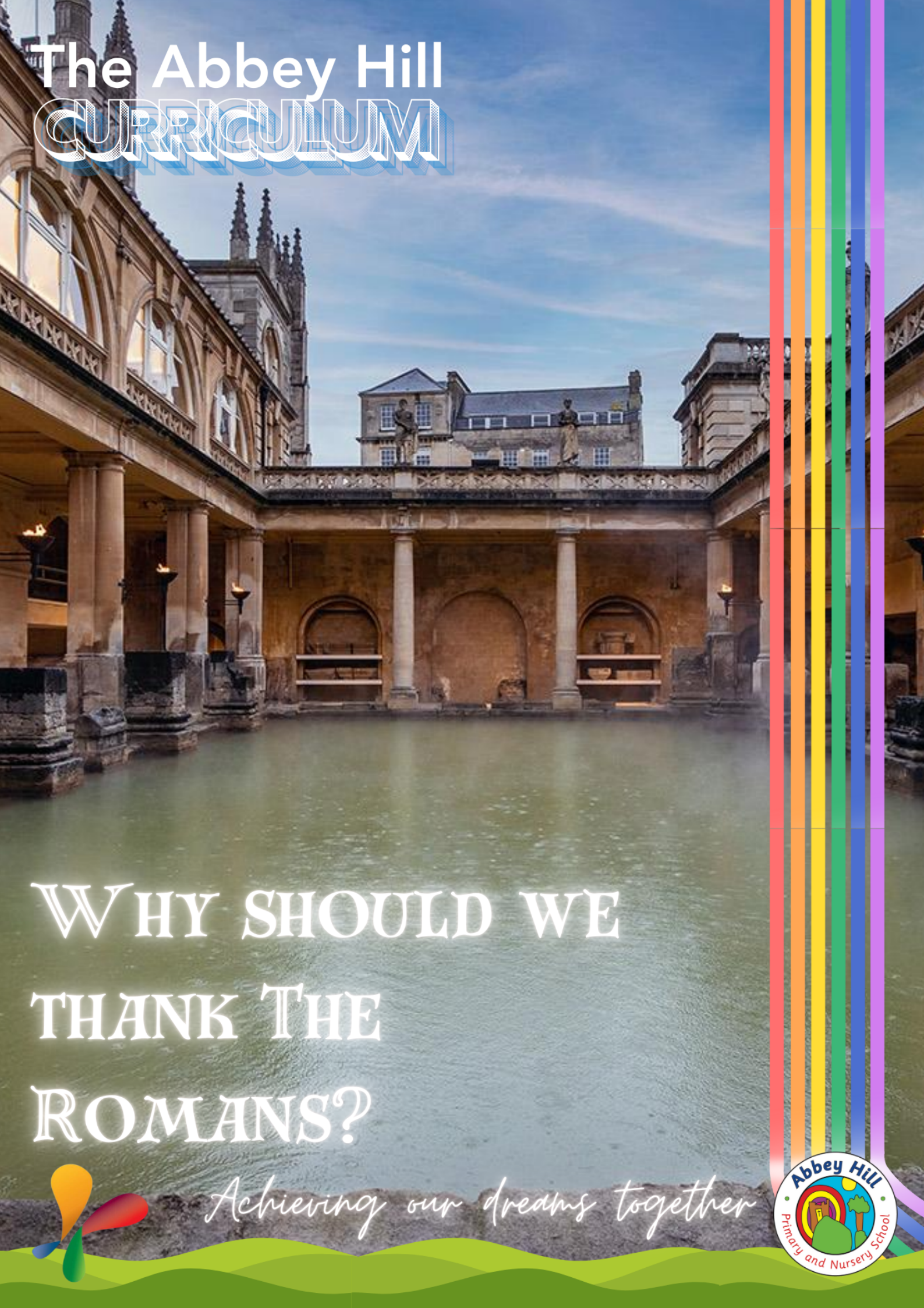




The Abbey Hill CURRICULUM

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:



Open a Roman Mosaics Art Gallery

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. Prompt: <i>"What do you notice about how Rome grew?" "Why might Rome have become powerful?"</i> Model explanation: <i>"Rome expanded because..."</i>
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
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. Ask: <i>"What might the Romans want?" "Why would Britain be useful?"</i> Model reasoning: <i>"They invaded because..."</i>
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
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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. Ask: <i>"Which invention helped people the most?" "Why is this more important?"</i> Model: <i>"This is important because..."</i>
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. Ask: <i>"What problem did this solve?" "Why was this important?"</i> Model: <i>"They built this because..."</i>
Pupil Activities	Design and build a simple model Roman bridge or aqueduct in groups, explaining its purpose.
Evidence	Group models exhibited in the classroom and on display.
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. Ask: “Why was this a good place to build a town?” “What made it important?” Model explanation using vocabulary (port, trade, river).
Pupil Activities	Create detailed visual models or drawings of Londinium with labelled 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. Ask: “Why did people go there?” “How is this similar today?” Model linking past to present: “This is like...”
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 on display.
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. Ask: “What would they use?” “Would this work today?” Model comparison: “Romans believed... but today...”
Pupil Activities	In groups, pupils design treatments for modern illnesses using Roman knowledge and present their ideas creatively.
Evidence	Treatment plans and presentations displayed a class booklet.
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. Ask: “Why do people remember her?” “What made her powerful?” Model explanation: “She is remembered because...”
Pupil Activities	Create posters or speeches celebrating Boudicca as a powerful figure and explain her importance to Roman Britain history.
Evidence	Posters and speeches 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. Ask: <i>“Why did they leave?” “What happened next?”</i> Model cause and effect: <i>“This happened because...”</i>
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? Mosaic making.

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	Revisit the Roman legacies explored throughout the unit. Show examples of Roman mosaics, discussing how they were used to tell stories and celebrate important people, places and achievements. Model how a single Roman legacy (e.g. roads, baths, law or language) can be represented symbolically within a mosaic design. Encourage pupils to justify the choices they make before creating their final piece.
Pupil Activities	Select a Roman legacy that they believe has had the greatest impact on Britain today. Design and create a mosaic that communicates its importance through colour, pattern and imagery. Prepare a short explanation describing the symbolism within their mosaic and why they chose that particular Roman legacy.
Evidence	A collaborative Roman Mosaic Gallery, with each mosaic accompanied by a pupil-written explanation communicating the Roman legacy it represents. Pupils act as gallery guides, explaining the thinking behind their artwork to visitors.
Adaptations	Provide mosaic templates, symbol banks and image prompts for different Roman legacies. Use mixed-ability discussion partners to support pupils in articulating the symbolism and meaning behind their designs before creating their final mosaic.



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

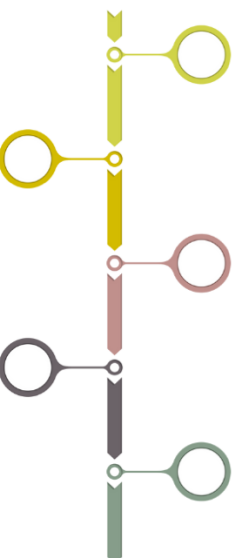
- The capital of the Roman Empire was Rome.
- Romans invaded Britain in 43 CE and took control.
- They built roads, bridges, aqueducts, and strong buildings.
- Londinium (now London) became a busy trade centre.
- Bathhouses, theatres, and forums changed British daily life.
- Romans improved health through 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

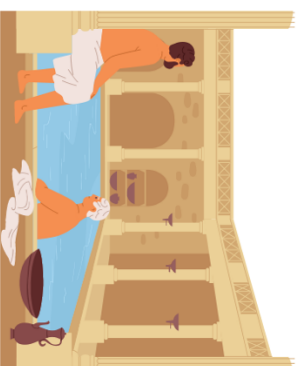
FAMOUS 3

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.

