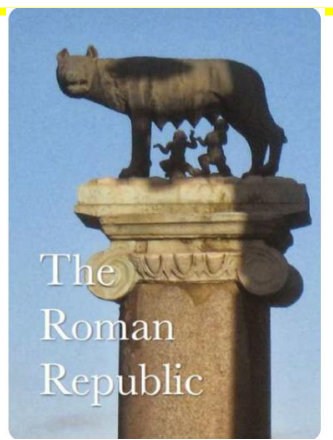


# Year 6 History



## Unit of Learning: Roman Republic

### Big Question: How much power did the senate have in the Roman Republic?

Prior learning: Last year, children learnt about Alexander the great as well as the early civilisations of Sumer, Egypt, Persia and Greece.

At the end of this topic, pupils will know:

<u>Line of Enquiry</u>	<u>National Curriculum Objectives</u>
1. Who was the first king of Rome?	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots including Roman withdrawal from Britain in c. AD 410.</li> <li>The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.</li> </ul>
2. How did Rome become a Republic?	
3. What were the Punic wars?	
4. How did Hannibal attack Rome?	
5. How similar were Scipio and Hannibal?	
6. How was Scipio a patrician?	

<u>Vocabulary</u>	<u>Definition</u>
legend	The traditional stories of different cultures passed down through generations.
omen	Something that is believed to be a sign of future good or evil.
senators	Men who had previously been an elected official.
senate	An executive assembly or a governing body of prominent members of Roman society.
consuls	A government official who lives in a foreign city. A consul looks after the interests of his or her nation's citizens who live or travel there.
republic	A form of government in which the people elect, or choose, their leaders.
Peninsula	A piece of land that sticks out into the water but is still connected to the land.
cavalry	Soldiers or warriors who fight mounted on horseback.
plebeians	One of the many social classes that made up ancient Rome. The plebeian class contained common working class citizens.
enslaved	Enslaved people have to work for the owners, doing whatever the owners ask them to do.



As children of God we are loved, we are called, and we are inspired.



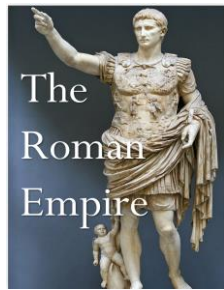
# Year 6

## Celebrating Black History



Who was Rosa Parks and how did she use her voice to help others?

<u>Vocabulary</u>	<u>Definition</u>
Segregation	Separation; keeping people apart
Boycott	Avoiding as a means of protest
Discrimination	The unfair treatment because of race, ethnicity, gender, or age



# Year 6 History

## Unit of Learning: The Roman Empire

### Big Question: What can sources reveal about Roman ways of life?

#### Prior learning:

Pupils have just completed a unit of learning on the Roman Republic, charting the History of the city of Rome from its creation in 753BC. They have studied its inception as a kingdom through its progression into a republic, culminating in the three Punic Wars against Hannibal's Carthaginian Army.

At the end of this topic, pupils will know: How Rome became an empire, and how successive emperors shaped politics, economics, daily lives and foreign relations. They will also learn how Rome dealt with conflict with other major powers who wished to spread their power and influence.

<u>Line of Enquiry</u>	<u>National Curriculum Objectives</u>
1. How did Rome control its growing empire?	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots including Roman withdrawal from Britain in c. AD 410.</li> <li>The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.</li> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
2. Who was Julius Caesar and what power did he have over Rome?	
3. Who was the first emperor of Rome?	
4. What did the emperors Claudius and Nero do for Rome?	
5. How did the eruption of Mt. Vesuvius affect Pompeii?	
6. What caused the Jewish-Roman war and how did it affect those that were involved?	

<u>Vocabulary</u>	<u>Definition</u>
province	A territory outside Italy ruled by a Roman governor.
governor	An official appointed to be a chief administrator of Roman law.
century (in the context of an army)	A unit of soldiers commanded by a centurion.
centurion	A commander of a century (see above)
legion	The largest military unit of the Roman army.
standard	A flag or banner attached to a pole that helped to identify a soldier's legion.
frontier	A line or border separating two countries.
consul	A special type of Roman senator with additional powers.
foreign	From another country or belonging to a different group of people.
Ides of March	The date on which Brutus killed Julius Caesar (15th March).
descended	To be part of the lineage of a family or a group of people.
emperor	The most powerful person in the Roman Empire.
aqueduct	A bridge across a valley or gap, that transports water, usually to a town or settlement.
Colosseum	A large circular building with seats, with a space in the middle for staging dramatic events or sports.
imperial	Activity that involves using a country's or empire's power to gain more territory or exploit a foreign population.
pockets of resistance	A small but together group of people standing in opposition to something.

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