



# KNOWLEDGE ORGANISER: The Roman Empire Year 4 Autumn 2

## Vocabulary Dozen

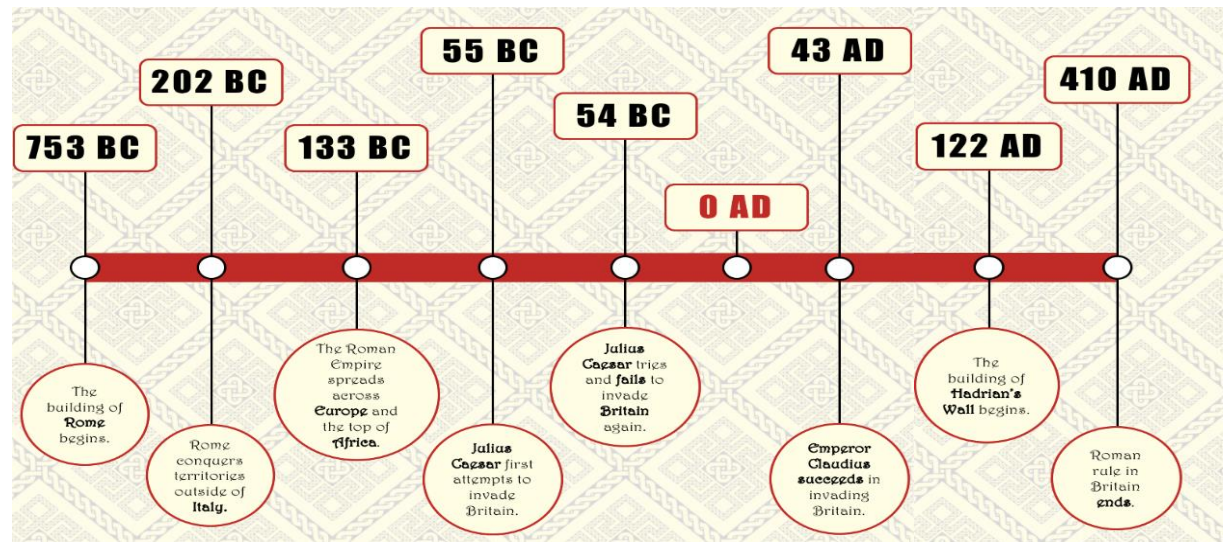
|                         |   |  |
|-------------------------|---|--|
| <b>Emperor</b>          | The ruler of an empire.   | The Emperor ruled for over ten years.  |
| <b>shield</b>           | A large flat object made of wood, metal or leather that soldiers held in front of themselves to protect their bodies.   | The soldier ducked behind his shield to avoid the arrow.                               |
| <b>short sword</b>      | A sword about 18 inches long that was used for stabbing rather than slashing.   | The Roman soldier took out his short sword and prepared to fight.                      |
| <b>pilum</b>            | A 2m long roman spear or javelin made of wood with a metal point.   | The soldier threw the pilum which struck with deadly accuracy.                         |
| <b>empire</b>           | A group of countries ruled by a single person, government or country.   | The Roman empire included countries such as Italy, France and England.                 |
| <b>formation</b>        | A carefully planned arrangement of people for a specific purpose.   | The Roman soldiers stood in the tortoise formation.                                    |
| <b>invade</b>           | To enter a country by force with large numbers of soldiers in order to take possession of it.                           | Thousands of Roman soldiers travelled on boats to invade England.                      |
| <b>barbarian</b>        | A person from a very different country or culture that is considered to be less advanced or more violent than your own. | The roman soldier battled with the barbarian warrior.                                  |
| <b>rebellion</b>        | Violent action organised by a group of people against those in charge.  | The Celtic chiefs led a rebellion against the Roman invasion.                          |
| <b>artefact</b>         | A man made object that is of historical interest.   | In the museum there was a very precious artefact from the Roman era.                   |
| <b>primary source</b>   | <b>Documents</b> , images or artefacts that provide first-hand information or direct evidence about a historical event. | The historian could not argue with the evidence in the primary source in front of him. |
| <b>secondary source</b> | Stories, pictures or writing created after the historical event, that might use primary sources for information.        | The historian suspected that the secondary source was not entirely true.               |

Learning Intention: To understand how The Roman Empire impacted on Britain and the rest of the World.

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

## Key Knowledge

- The Roman Empire and its impact on Britain. - Julius Caesar's attempted invasion in 55-54BC.
- The Roman Empire by AD42 and the power of its army. - Successful invasions by Claudius and conquest. - British Resistance eg. Boudicca. - Impact of technology, culture and beliefs -discover what the Romans did for us in Britain.



## Historical Sources

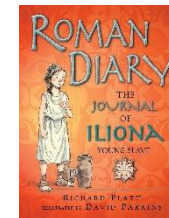
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Research Websites



Textbooks



Reading Links

