

Ancient Rome

In this unit, pupils should start to develop the more advanced skill of recognising that change is dynamic, and its extent and pace can vary. For example, they should recognise that changes in politics, science and technology, and religion took place gradually in some cases and more rapidly in others. They should also recognise that not all these changes took place at the same scale; for example, the changes in politics were more about a change in the system rather than material changes to who was the most powerful person in Rome.

Key vocabulary

Tier 2

- **Autocracy:** a system of government where one person has absolute power
- **Aqueducts:** large structures that looked like bridges and used gravity to transport water from one place to another
- **Cult:** a system of religious worship that is directed to a particular object or individual
- **Dictator:** a ruler who has got absolute power, usually obtained by force
- **Emperor:** the leader of an empire
- **Empire:** a large group of countries or places ruled over by one person
- **Imperial:** relating to an empire
- **Persecution:** cruel treatment of people based on their (religious) beliefs
- **Republic:** a system of government where power is held by a group of representatives

Tier 3

- **Consul:** one of two leaders of the Roman republic
- **Patrician:** a noble and wealthy citizen of Rome
- **Plebeian:** a member of the common people of Rome
- **Senate:** a ruling council in Rome who supported the consul in ruling Rome

Interesting facts

- **Common misspelling: emporer**

No – it's emperor!

- **Romans and Greeks believed in the same gods**

No – the Romans built on Greek beliefs and worshipped their own versions of the Greek gods.

- **The Roman republic was a democracy**

No – while it might have tried to promote a more equal say in running the state, in practice the head of state was still the most powerful person, and the senate was made up of men chosen by him (not publicly elected).

- **All slaves are drawn from specific ethnic minority groups**

No – Roman slaves did not associate particular races with slavery, and a slave owner and a slave may have the same ethnic background. While some ethnic minority groups were more likely to become slaves in some instances, being of a certain race was not a prerequisite for slavery as it was in the Transatlantic trade promoted by the British empire.

Ancient Rome

Prior Learning

Year 1:

> Power, empire and democracy: Castles were built to keep people safe, and it make it more difficult for enemies to invade lands.

Year 3:

> Power, empire and democracy: Pupils will have learned in year 3 that pharaohs were viewed as descendants of the gods

Year 4:

> In year 4 they learned that Ancient Greek city-states could have democracy or kings (or others)

Following on:

Year 5:

> Pupils will consider the question 'When did Europe experience a golden age in science and technology?' in the summer term of year 5

Year 6:

> Pupils will learn about the British empire in year 6, and may consider the differences and similarities with the Roman one

Key Dates/Events

Key dates

753 BC – 509 BC

Rome as a 'monarchy'

509 BC – 45 BC

Rome as a republic

45 BC – 27 BC

Rome as a dictatorship

27 BC – AD 395

Rome as one empire

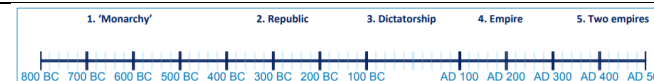
313 AD

Constantine issues the Edict of Milan and declares tolerance for all religions

AD 395 – 476

Rome as two empires

Key People



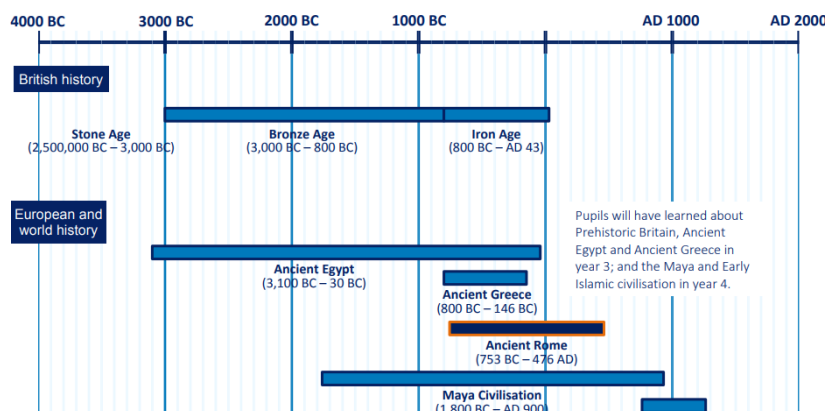
We will also be exploring how Ancient Rome was governed. As you can see from the image, this varied throughout the years the Ancient Roman civilisation existed.

We will be discussing the power imbalances for the different heads of state, and comparing the inequalities felt by the assembly (ordinary people).

By the end of the topic, we will decide which of these 5 movements was most successful, and which we would argue is the most fair.

Ancient Rome

We are going to focussing a lot of our attention on the chronology of Ancient Rome. Ancient Rome began in 753 BC and ended in 426 AD. This means the empire existed across 0 AD. The children will be learning the mathematics in terms of years, and the other civilisations that occurred at the same time.



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