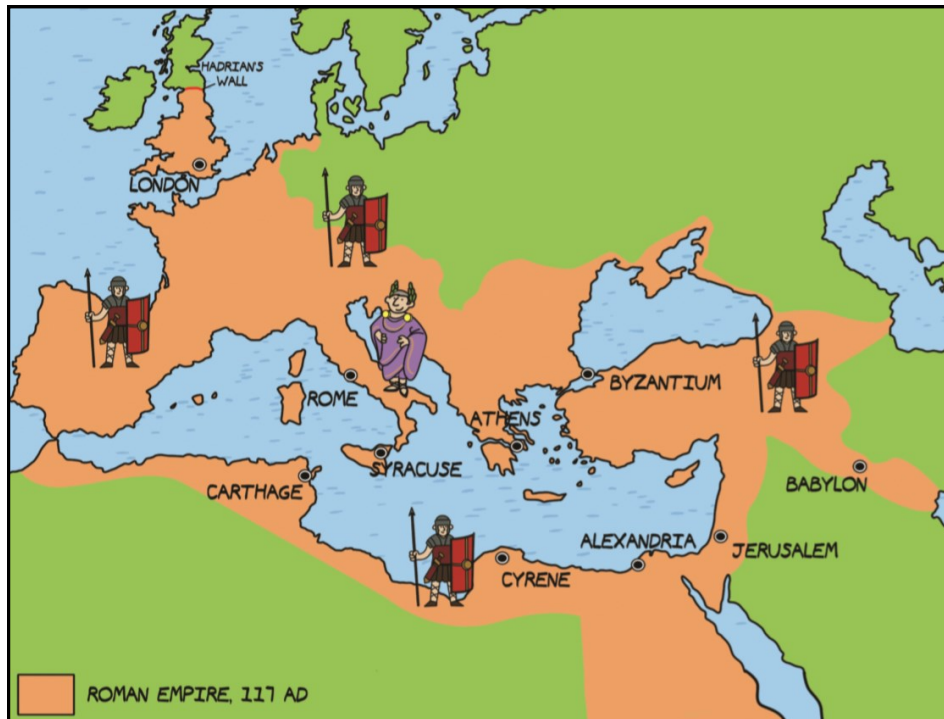


YEAR 4: THE FOUNDING OF ROME (5 lessons)



Contents Include:

Romulus and Remus

Roman Religion

Roman Society

Latin

Suggested Teacher Resources:

- *A Little History of the World* by Ernst Gombrich (chapters 13, 15 and 17).
- The [BBC primary site](#) has Roman resources and information for pupils.
- [BBC History](#) has overviews of different aspects of Roman history.
- There are many children's books about the Romans such as *Who Were the Romans?* (Usborne) and *The Orchard Book of Roman Myths* (Orchard).

Lesson 1. Introduction to Ancient Rome

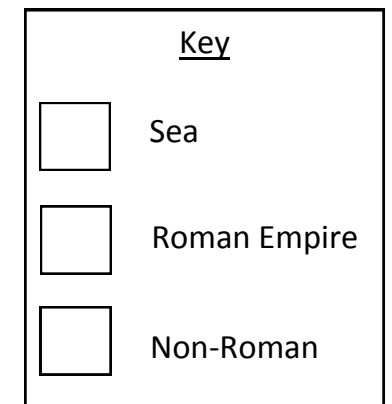
Ancient Rome is the most influential civilisation in the western world. Their legacy remains all around us today, from classical architecture in our buildings to the influence of Latin on our language and gladiators in our popular entertainment. Ancient Rome, situated in modern day Italy, controlled an Empire which spread from Hadrian's wall on the Scottish border to the Persian Gulf in modern day Iran. Their Empire lasted over a thousand years, from the founding of Rome by twin brothers Romulus and Remus in 750 BC, to the eventual fall of the Roman Empire at the hands of invading Germanic tribes in 530 AD.

See pages 120-121 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand that Ancient Rome was a very important city.</p>	<p>The city of Rome, in modern day Italy, was founded 2,750 years ago by two brothers, Romulus and Remus.</p> <p>Rome became the centre of a great Empire, which spread from Hadrian's wall on the Scottish border to the Persian Gulf in modern day Iran.</p> <p>Many aspects of our modern day Britain are indebted to the Romans. This can be seen in language, architecture, entertainment, months of the year, roads, place names, use of Roman numerals and so on.</p>	<p>Pupils complete a brief fact file about Ancient Rome: when did it start/end; where was it; who are some famous Roman people; what language did they speak etc.</p> <p>Pupils shade in the Roman Empire at its fullest extent in 117 AD on a map of Europe, North Africa and the Middle East (see map p. 120). They then attempt to name as many countries as possible which were once part of the Roman Empire (resource 1). By one count, there answer is 48!</p> <p>This is an excellent introduction video about the Roman Empire, and their influence on Britain.</p>	<p>Ancient Rome Empire</p>	<p><i>Where was Ancient Rome?</i></p> <p><i>How far did the Roman Empire spread?</i></p> <p><i>Between what dates did Ancient Rome exist?</i></p> <p><i>Why was Ancient Rome so important?</i></p>

1. Roman Empire in 117 AD

This is a map of Europe, North Africa and the Middle East. Using the map on page 120 of What Your Year 4 Child Needs to Know, shade in the sea, the land occupied by the Roman Empire, and the rest of the land. Once you have done that, use an atlas to label as many countries as possible which were in the Roman Empire at this time.



Lesson 2. The legend of how Rome began

Nobody knows the extent to which it is true, but the legend of Romulus and Remus is so widely told that it has become central to the story of Rome. There are many unbelievable elements to the story, such as Romulus and Remus being fathered by the God Mars; raised by a she-wolf; and Romulus's disappearance to become a God. However, it is widely believed that Rome was founded around 750 BC by shepherds and farmers living on the hills overlooking the Tiber. Rome was a sensible place to build a city, with a warm climate, a river running out to sea, and the Apennine Mountain range guarding it from attack.

See pages 120-122 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand how and where Rome was founded.</p>	<p>According to legend, Rome was founded by two twin brothers named Romulus and Remus.</p> <p>They were supposedly descended from Mars, the God of War, and raised by a she-wolf. Romulus eventually killed Remus after an argument over a wall, and the city took his name.</p> <p>Romulus chose a perfect location for his new city, with a river, sea access, and protection from nearby mountains.</p>	<p>Study the story of Romulus and Remus: their mother's pregnancy; their descent from the god Mars; being raised by a she-wolf; founding Rome; and Remus's death. Draw a comic strip or picture board representing this story (resource 2). Pupils could also act out parts of the story in the classroom.</p> <p>Ask the pupils which parts of the story they think are true, and which they think are invented.</p> <p>Study the location of Rome, spread across seven hills by the river Tiber. Label a small map, and discuss why it was such a good location for a city.</p> <p>This is a good animation about Romulus and Remus.</p>	<p>legend Romulus Remus Tiber foundation</p>	<p><i>According to legend, who founded Ancient Rome?</i></p> <p><i>Why was Rome named after Romulus?</i></p> <p><i>What parts of the story of the foundation of Rome do you believe to be true?</i></p> <p><i>Why was Rome a powerful location for a city?</i></p>

2. The legend of how Rome began

Decide on what were the six key stages in the story of the founding of Rome. Then, create a story board with a picture representing each stage, and a short description of what happened.

2. The legend of how Rome began (complete)

Decide on what were the six key stages in the story of the founding of Rome. Then, create a story board with a picture representing each stage, and a short description of what happened.

A jealous king forces his niece to become a priestess, so that she cannot have children.

The niece has two twin boys, so the King puts them in a basket in the Tiber to drown.

A wolf rescues and raises the twins, before a shepherd finds them and takes them away.

Once fully grown, the boys kill the King who tried to drown them, and found a new city.

The brothers argue over where to build their city. In one quarrel, Romulus kills Remus.

Romulus is a great leader of Rome, and the city thrives. He joins the heavens as a god.

Lesson 3. Religion, Roman Style

Ancient Greece was the dominant cultural force in Europe whilst the city of Rome developed. For this reason, much of Roman culture was based upon Greek culture, which should be familiar from Year 3. This is most evident in Roman religion: for each of the Greek gods, such as Zeus, Poseidon and Aries, the Romans copied them and gave them new names such as Jupiter, Neptune and Mars. Like the Greeks, the Romans built temples to their gods and performed sacrifices to win their favour. Around 310 AD, this religion came to an end, when Christianity became the new religion of the Roman Empire.

See pages 122-123 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand how Roman religion was influenced by Greek religion, and copied many of its features.</p>	<p>Many features of Roman culture copied Greek culture. This was particularly clear in the case of religion, where Roman gods were based on the Greek gods.</p> <p>Three of the most important Roman gods were Jupiter, Neptune and Mars. They were based on the Greek gods Zeus, Poseidon and Aries.</p> <p>The Roman religion ended around 310 AD, when the then Roman Emperor converted to Christianity, and demanded that the rest of the empire do the same.</p>	<p>Study the different Roman gods. Pupils each choose one god to study, creating a one page presentation about the god (resource 3). This is a good website explaining the different Roman gods, and <i>Greek and Roman Gods and Goddesses</i> (British Museum) is a helpful book. Pupils could then develop a game of Roman gods trump cards.</p> <p>Look at images of old Roman temples which survive today, in particular the Pantheon in Rome. Pupils could then draw their own Roman temple, based on classical designs.</p> <p>Horrible Histories have some good videos about Roman religion, here, here and here.</p>	<p>Temple Jupiter Neptune Mars</p>	<p><i>In what ways was Roman religion similar to Greek religion?</i></p> <p><i>Why were the Romans so influenced by the Greeks?</i></p> <p><i>Who were the different Roman gods, and what were they gods of?</i></p> <p><i>When did the Roman religion come to an end, and why?</i></p>

3. Roman Gods

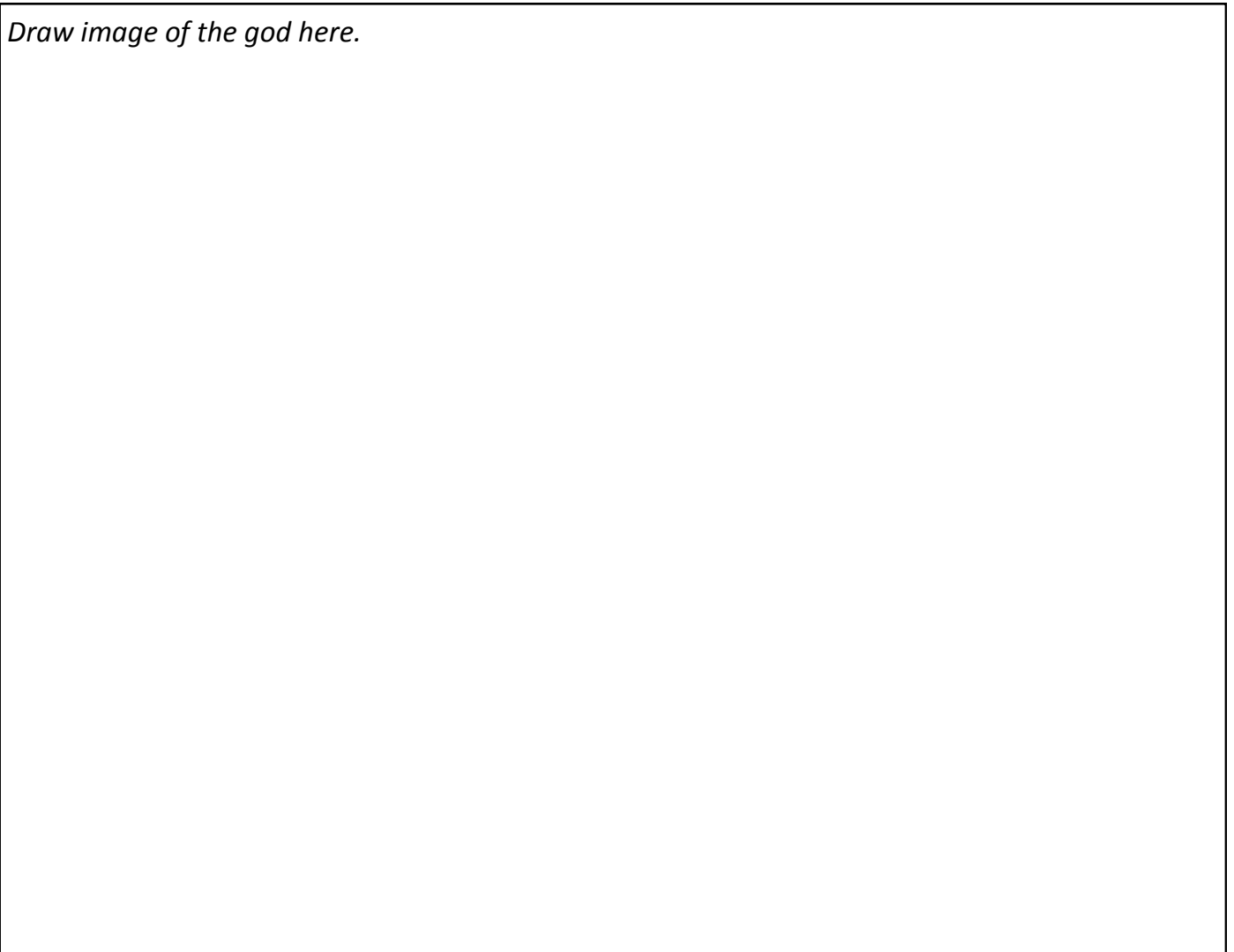
Your teacher will give you a Roman god. Research the God, then fill in the necessary information and draw a picture of them which shows their particular characteristics.

Name: _____

Role: _____

Characteristics: _____

Draw image of the god here.



Lesson 4. Roman society

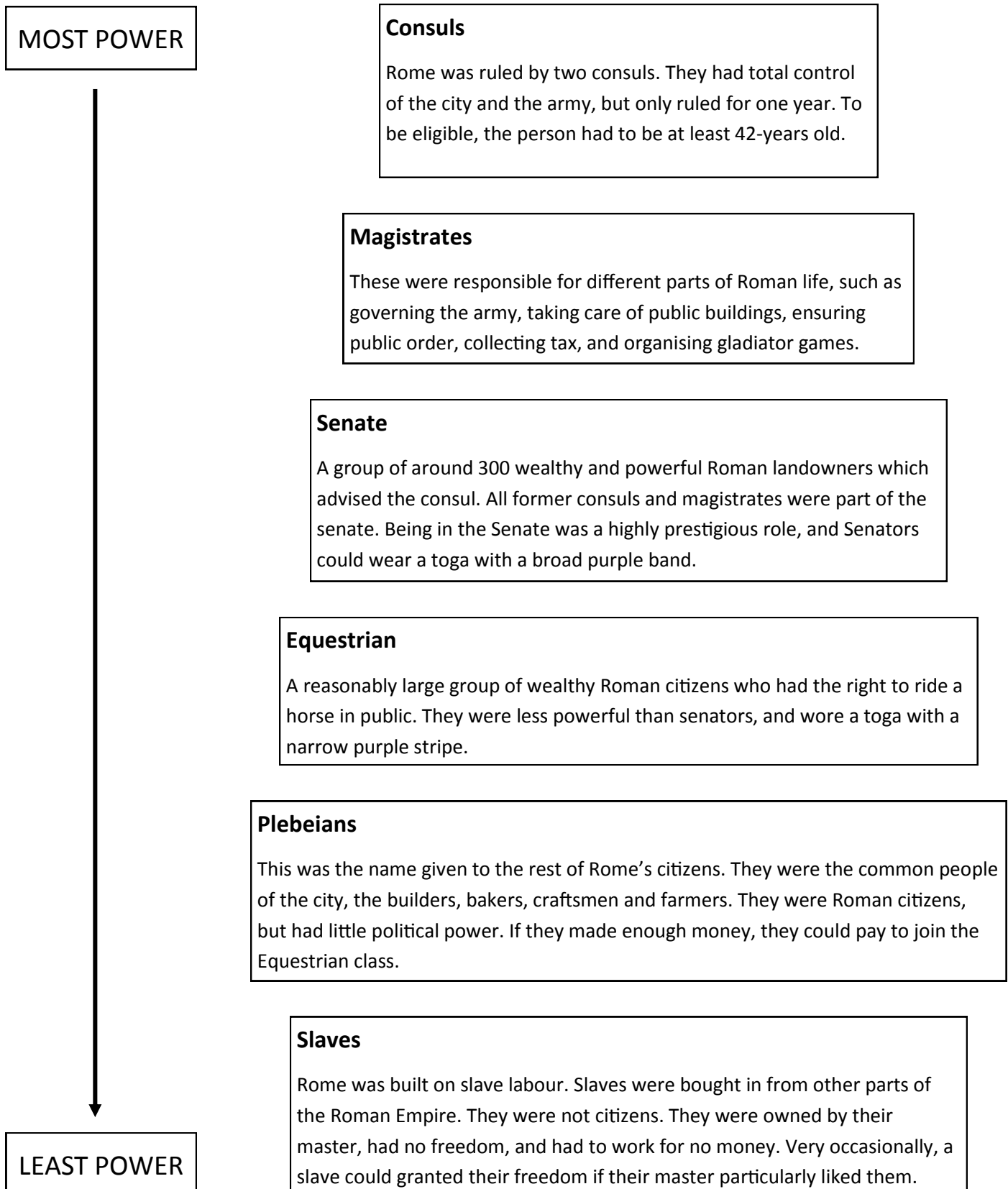
Roman society was rigidly structured, but was also advanced for its time. From 509 BC to 27 BC Rome was a 'republic', meaning it was ruled without a king or emperor. Instead, Rome was ruled by two consuls who were chosen from amongst the most wealthy citizens of the city. In addition, the consuls were advised by a 'senate', made up of around 300 wealthy landowners. The provinces of the Roman Empire were ruled by governors. Roman society was further divided into the patricians (wealthy landowners), the plebeians (poor citizens) and slaves, who were captured from around the Roman Empire.

See pages 124-126 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand how Roman religion was influenced by Greek religion, and copied many of its aspects.</p>	<p>For five hundred years, Rome was a republic, meaning that it was governed by neither a king nor an emperor.</p> <p>The wealthy inhabitants of Rome could choose two 'consuls' to rule over them. The consuls would always be advised by the 'senate', a group of 300 rich and powerful citizens.</p> <p>Roman society was further divided into 'patricians', 'plebeians' and slaves.</p>	<p>Act out the workings of Rome's early republic, with each pupil representing different roles. Props such as togas could be used to represent the different sections of Roman society (resource 4).</p> <p>Then, pupils draw a diagram to represent the social hierarchy in Rome, moving through consuls, magistrates, senators, equestrians, plebeians and slaves.</p> <p>There are a lot of new words in this lesson, so learning their definitions and then playing some form of word game would be helpful.</p> <p>Many films and TV shows have featured the Roman senate, such as this clip from <i>Cleopatra</i> (1963).</p>	<p>republic consul senator senate veto patrician plebeian slave</p>	<p><i>What is meant by a republic?</i></p> <p><i>When did Rome become a republic?</i></p> <p><i>Who ruled Rome?</i></p> <p><i>What were the different groups within Roman society?</i></p>

2. Roman Society

Roman society was a strict hierarchy, going all the way from Consuls at the top to slaves at the bottom. So that they can understand Roman social structure, pupils could dress up and act out the different roles.



Lesson 5. Latin

For the Romans to govern such a large empire without the use of telephone and email was no easy task. The Roman language, Latin, was vital for communicating across their empire. Due to the spread of the Roman empire, Latin is at the root of numerous European languages, known as the ‘romance’ languages. Romans did not use paper, but instead used wax tablets which were indented with a metal pen called a stylus. The wax could then be warmed and smoothed over, so that the tablet could be reused. In addition, Latin can still be read in the carvings chiselled into buildings which survive to this day.

See pages 126-127 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To appreciate the influence that Latin still has had on European languages to this day.</p>	<p>Latin was spoken and written across the Roman Empire, in all of the different provinces that it conquered.</p> <p>For this reason, Latin is the root of many European languages, such as Italian, Spanish, French and Romanian.</p> <p>Even the English language is influenced by Latin, with words such as ‘family’ and ‘mother’ having Latin roots.</p>	<p>Study Latin words and their meaning and see if pupils can link them to the modern English words to which they are related (resource 5).</p> <p>Look at Roman letters chiselled into stone remains and see if pupils can recognise any words, or read out what is written.</p> <p>A recent French TV series, <i>The Destiny of Rome</i>, was filmed entirely in spoken Latin. Show a clip to give pupils an idea of the language.</p>	<p>Latin</p>	<p><i>Why was the Latin language so important to the Romans?</i></p> <p><i>Why did the Latin language spread across Europe?</i></p> <p><i>What English words have Latin origins?</i></p>

2. Latin words

Each of these are Latin words, which have gone on to influence English words. This is known as a derivative. Try to guess the English derivative of each Latin word. It is normally a word which means something similar, but not the same, as the Latin.

ager	field	
angulus	corner	
anima	life	
aqua	water	
bestia	animal	
campus	field	
celeber	famous	
centum	hundred	
cornu	horn	
corpus	body	
dens	tooth	
dies	day	
familia	household servants	
fauces	throat	
finis	end	
fortis	strong	
frequens	often	
herba	grass	
liber	book	
locus	place	
mare	sea	
memor	mind	
navis	ship	
octo	eight	
oculus	eye	
pectus	chest	
proca	pig	
pungo	prick	
rota	wheel	
serveo	serve	
timeo	afraid	
ubs	city	
vivo	live	

2. Latin words (complete)

Each of these are Latin words, which have gone on to influence English words. This is known as a derivative. Try to guess the English derivative of each Latin word. It is normally a word which means something similar, but not the same, as the Latin.

ager	field	agriculture
angulus	corner	triangle
anima	life	animal
aqua	water	aquarium
bestia	animal	beast
campus	field	camping
celeber	famous	celebrity
centum	hundred	century
cornu	horn	unicorn
corpus	body	corpse
dens	tooth	dentist
dies	day	diary
familia	household servants	family
fauces	throat	suffocate
finis	end	finish
fortis	strong	fort
frequens	often	frequently
herba	grass	herbs
liber	book	library
locus	place	location
mare	sea	submarine
memor	mind	memory
navis	ship	navy
octo	eight	octopus
oculus	eye	binocular
pectus	chest	pectoral muscle
proca	pig	pork
pungo	prick	puncture
rota	wheel	rotation
serveo	serve	servant
timeo	afraid	timid
ubs	city	urban
vivo	live	survive