Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – Roman Britain (Year 5)

• Unit Title:
Did the Romans have a positive influence upon Britain today?

Intent (II. Unit Overview):
Do you know about how the Romans invaded Britain during 55BC to 410AD and that their influence still impacts us today in this country? In this unit we will learn about how the Romans influenced and changed the way Britain's lived and worked.We will find out about why the Romans invaded Britain and how the invasion of Britain (cause) had a significant impact on the primitive British society (consequence). We will discover how sources of evidence can give us an understanding of the past through both primary and secondary sources and will begin to understand how to interpret this evidence to form our viewpoint about the past. At the end of this unit we will be able to share the facts studied, as well as explain our thoughts and ideas on how and why the Romans invaded Britain, demonstrating how their impact may have had a positive or negative outcome on society both in the past and now.

- **Conceptual Lens**

Main Concepts:	Secondary Concepts:
• Cause and Consequence (H) • Evidence (H)	• Culture (H) • Chronology (H) • Duration (H) • Similarity and difference (H)
• Scale (G) • Communities (G) / Settlement (G) • Human and Physical Processes (G)	
• Colour (A) • Texture (A) • Tone (A)	• Nature (A) • Beauty (A)

- Web Strands

History Geography Art	

- Unit Web

Locations;

Italy, Rome, Britain, United Kingdom, South coast of England, Surrounding seas of England and Europe, Colchester, London and Wolstanton.

Key Concepts;

History
Evidence
Cause and consequence

Geograpghy
Scale
Communities / Settlement
Human and Physical Processes

Learning Process:

- Understanding;
- Responding;
- Critiquing;
- Producing.

Main events of the learnng sequence;

Discuss the downfall of the Roman Empire and their need to first invade Britain (55BC) Link to Geography - key learning of continents, United Kingdom. Label on map. Rome, Italy,

Romans make Colchester the capital of Roman Britain 49 AD (link to the capital today; London) - place onto the world and British Isles map. Children to learn about invaders and settlers - why did they settle there and what impact did it have? (link to current affairs where appropriate - this still happens today Afghanistan)

What did the Romans find when they invaded? How do we know? - children to learn about the society that lived in Britain before. Focus upon;

Town / village infrastructure (Geography Map work and scale)

8,000 miles of Roman roads completed 100 AD (link to and investigate the Roman Road that runs throughout Wolstanton)

Link history learning to scale/map work. Base upon town plans before and after invasion. What evidence was left behind? What consequences did the invasion have? Positive or negative?

Learn about the concept of primary and secondary evidence linked to a town plan etc.

Full circle - Invaders and settlers -continues to happen over a duration of time - Barbarians attack Roman Empire in Britain 200 AD Roman rule in Britain ends 410 AD. Discuss in relation to the concept 'duration'.

Bring back to the 'here and now'. Can you still see influence of the Roman Empire in our lives today?

Physical and human geographical processes.

- Countries, continents, surrounding seas.
- Climate in Italy v England
- Settlements (including Infrastructure) – impact upon the British environment, town systems (including use of measurement)
- use of a town plan to investigate measures, maps and scale.

Impact on society today;

Even after they were gone, the Romans left their mark all over the country. They gave us new towns, plants, animals, a new religion and ways of reading and counting. Even the word 'Britain' came from the Romans. Link to infrastructure (Wolstanton Road), architecture, religion (introduction of Christianity), language, education, culture, measures and sanitation.

Why significant?

The impact of the Romans on religion, laws, society, culture, education, infrastructure, sanitation, power, trade and currency of Britain and how this is still apparent today.

Key Learning

History		
7. What we would like children to know Elements to include: <u>Cause and Consequence</u> Children will know: • the reasons why the Roman invasion impacted Britain and the consequences.	5. What we would like children to understand (generalisations) <u>Cause and Consequence</u> Children understand: • that there are reasons why events in the past happened and these events in turn cause consequences. • **Prior learning**: that invaders used force to enter and take control of another country and settlers arrived in a new place in order to live there and use the land.	8. What we would like children to be able to do <u>Cause and Consequence</u> Children will be able to: • describe how aspects of history influence how we act and live today. • answer and sometimes devise historically valid questions about cause and consequence. • identify, examine and analyse the reasons why events have happened and then the consequences of the event. • **Prior learning**: explain that invaders are an army or country that uses force to enter and take control of another country. explain that settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.
7. What we would like children to know Elements to include: <u>Evidence</u> Children will know: • how primary and secondary sources of evidence help to develop their knowledge, understanding and opinions related to the outcomes of invasion.	5. What we would like children to understand (generalisations) <u>Evidence</u> Children understand: • that evidence allows historians to hypothesise and piece together the past. • that evidence can be separated into two categories, primary evidence and secondary evidence.	8. What we would like children to be able to do <u>Evidence</u> Children will be able to: • use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • seek out and analyse a wide range of evidence in order to justify claims about the past.

	• **Prior learning**: that no single source of evidence gives the full answers to the past including primary and secondary sources. • **Future learning**: that evidence allows historians to hypothesise and piece together the past.	• show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. refine lines of enquiry as appropriate. • **Prior learning**: use evidence to ask questions and find answers to questions about the past using primary and secondary sources of evidence. • **Future learning**: use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • seek out and analyse a wide range of evidence in order to justify claims about the past. • show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. • refine lines of enquiry as appropriate.
7. What we would like children to know Elements to include: <u>Culture</u> Children will know: • how the British attitudes, beliefs, values and views changed due to the influence and power from Rome (dictatorship).	5. What we would like children to understand (generalisations) <u>Culture</u> Children understand: • that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past • that communities have been influenced by people or events in the past.	8. What we would like children to be able to do <u>Culture</u> Children will be able to: • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

	• **Prior learning:** the concept of culture will open up inquiries into how people deal with the past. • **Future learning:** • that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past • that communities have been influenced by people or events in the past.	• **Prior learning:** describe the characteristic features of the past including: ethnic, cultural or religious diversity of past society. • **Future learning:** • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
7. **What we would like children to know** **Elements to include:** **Chronology** **Children will know:** • where the Ancient Romans fit into British and world civilisations understanding the concept of chronology (time line).	• **5. What we would like children to understand (generalisations)** **Chronology** • **Children understand:** • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change) • **Prior learning:** that change over time can be represented, along with evidence, on a time line. • **Future learning:** • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present.	**8. What we would like children to be able to do** **Chronology** **Children will be able to:** • understand that the order in which things happened can help them to make connections between events in the past and future events. • use dates and terms accurately in describing events. • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • **Prior learning:** place events, artefacts and historical figures on a time line using dates and terms to describe events. • **Future learning:**

	• that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	• understand that the order in which things happened can help them to make connections between events in the past and future events. • use dates and terms accurately in describing events. • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
7. What we would like children to know Elements to include: <u>Duration</u> Children will know: • that the Romans tried to invade Britain on several occasions during a prolonged period of time and that the legacy of the Roman Empire still exist today within this country.	5. What we would like children to understand (generalisations) <u>Duration</u> Children understand: • that duration encompasses everything that happened during a time, no matter how long or short. • **Prior learning:** that duration can be described as 'the time during which something exists or lasts'.	8. What we would like children to be able to do <u>Duration</u> Children will be able to: • identify periods of rapid change in history and contrast them with times of relatively little change. • **Prior learning:** give a broad overview of life in Britain from ancient until medieval times.
7. What we would like children to know Elements to include: <u>Similarity and difference</u> Children will know: • that the Roman way of living was different to the primitive way of living found within Britain. As well as similarities between both	• 5. What we would like children to understand (generalisations) <u>Similarity and difference</u> • Children understand: • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	8. What we would like children to be able to do <u>Similarity and difference</u> Children will be able to: • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time

civilisations linked to the location of settlements due to physical features.	• **Prior learning:** that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space • **Future learning** • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	• answer and sometimes devise historically valid questions about similarity and difference • **Prior learning:** compare some of the times studied and answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • **Future learning:** • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference
Geography		
7. What we would like children to know **Elements to include:** **Scale** **Children will know:** • from studying maps at various scales to identify how physical and human features were influenced and effected by the Romans. • the difference between an aerial photograph and a map of the location, identifying key physical and human features and how they have changed over time.	**5. What we would like children to understand (generalisations)** **Scale** **Children understand:** • that scale can be defined as the size of something. • that (1.) on maps we use scale to determine the size relationship between the reality of something on the Earth's surface and the size it is represented on a map. • that the scale of a map influences how it can be used and is described in terms of ratio. • that (2.) scale is observational and are the descriptive size-based units which geographers	**8. What we would like children to be able to do** **Scale** **Children will be able to:** analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • **Future learning:** to study similarities and differences between countries.

• that scale can refer to the relationship (or ratio) between distance on a map and the corresponding distance on the ground. For example, on a 1:100000 scale map, 1cm on the map equals 1km on the ground.	divide the world to study places, regions and phenomena. • that scale can describe and will refer to local, national, international, global and regional. • **Future learning:** Children will learn that places, people and human and physical processes have an impact on Earth all having a link to each other.	
7. What we would like children to know Elements to include: • <u>Communities and settlements</u> Children will know: • through the invasion of the Roman Empire British settlements changed due to the exploitation of people and resources. As well as settlements changing over time due to the development and influence of Roman engineering (water, sanitation, road links and buildings). • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics	• 5. What we would like children to understand (generalisations) • <u>Communities and settlements</u> • Children understand: • that trade can bring about change in communities and settlements • that communities use natural resources to meet their basic needs • that communities and settlers can have a positive and negative impact upon an area • that people, products, ideas and elements change in location, this can be through travel or flow. • that movement has a significant impact in how land is changed over time. • that distance, direction, and the processes bringing about movement and the regularity and volume of movement all need to be considered. • that movement can be represented in different ways graphically; colour and lines are usually	8. What we would like children to be able to do • <u>Communities and settlements</u> Children will be able to: Identify human features, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Prior learning: • Identify human features, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	used to show the date of spread and arrows can show the distance and direction of movement. • **Prior learning**: that people moved for reasons linked to the lives.	
7. What we would like children to know Elements to include: • Human and Physical processes Children will know: • the Romans used physical features linked to water to develop and enhance their civilisation though setting up settlements near sources of fresh water as well as channelling water to allow better sanitation and sustain life (aqua ducts. As well as the Romans developing a network of roads which had to take into account the physical landscape ensuring that they took the quickest route with the least amount of change to the landscape • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, **concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use	• 5. What we would like children to understand (generalisations) • Human and Physical processes Children understand: • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. • **Prior learning**: that human processes can be defined in terms of how human involvement has affected the world. • **Future learning**: • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world.	8. What we would like children to be able to do • Human and Physical processes Children will be able to: • identify human and physical features located in the local area. • understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Prior learning: • ask and answer geographical questions about the physical and human characteristics of a location (including rivers, mountains, volcanoes and earthquakes). • Future learning: • identify human and physical features located in the local area. • Understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
Art		

7. What we would like children to know Elements to include: • Colour Children will know: • how Roman artists used colour to reflect real life images focusing on the images with 'The House of Livia'.	5. What we would like children to understand (generalisations) • Colour Children understand: • that you can improve mastery of the art and design technique of painting when using colour. • Prior learning: to use painting techniques exploring colour to share imagination.	8. What we would like children to be able to do • Colour Children will be able to: • Create original pieces that show a range of influences and styles. Show precision in techniques linked to colour. • Prior learning: Combine colours to enhance the mood of a piece.
7. What we would like children to know Elements to include: • Texture Children will know: • how to apply the techniques linked to texture used in the art work created in 'The House of Livia'	• 5. What we would like children to understand (generalisations) • Texture Children understand: • that you can improve mastery of the art and design technique of painting when using texture. • Prior learning: to show pattern and texture by adding dots and lines.	8. What we would like children to be able to do • Texture Children will be able to: • Create original pieces that show a range of influences and styles. Show precision in techniques linked to texture. • Prior learning: Use different hardness of pencils to show line, tone and texture.
7. What we would like children to know Elements to include: • Tone Children will know: • how tone was used effectively in the fresco of the 'The House of Livia' focusing on the natural vegetation used within the painting.	• 5. What we would like children to understand (generalisations) • Tone Children understand: • that you can improve mastery of the art and design technique of painting when using tone. • Prior learning: that you can improve the mastery of art and design techniques when experimenting with light and dark.	8. What we would like children to be able to do • Tone Children will be able to: • Create original pieces that show a range of influences and styles. • Show precision in techniques linked to tone. • Prior learning: Combine tones to enhance the mood of a piece and use shading to show light and shadow.

6. Guiding Questions		Thinking moves A-Z
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.	
<u>Cause and Consequence</u> • that there are reasons why events in the past happened and these events in turn cause consequences.	• Did the Romans have a positive influence upon Britain today? (D) • What were the changes that occurred in Britain and can we still see the consequences today? (F) • What types of changes can happen that have consequences for the people that have settled there? (C)	 What reasons could there be for believing this? Pg 24  Group the main causes of an event. Pg. 19
<u>Evidence</u> • that evidence allows historians to hypothesise and piece together the past. • that evidence can be separated into two categories, primary evidence and secondary evidence.	• What is a primary source of evidence? (F) (Give examples) • What is a secondary source of evidence? (F) (Give examples) • How do the pieces of evidence affect our knowledge of the past? (C) • What evidence exists today that would inform us about the Roman invasion and its impact on society? (F)	 Activate prior learning What can you recall from?
<u>Culture</u> • that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past • that communities have been influenced by people or events in the past.	• Do you think the British society was better or worse under the control of the Roman Empire? (D) • How can one civilisation impact upon another's attitudes, beliefs, values and views? (C)	 Let's picture the scene Minds I - pg. 37
<u>Chronology</u>	• Order the main events linked to the Roman invasion that impacted upon British society? (F)	

• how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	• Why is it important to have time lines to show chronology? (C)	
<u>Duration</u> • that duration encompasses everything that happened during a time, no matter how long or short.	• How long did the Romans stay in power within Britain? (F) • How long did it take the Roman Empire to conquer Britain? (F) • Why did it take the Roman Empire so long to conquer Britain? (F) • What factors (link to cause and consequence) can affect the duration it takes for a country to conquer another? (C)	 KEYWORD Just three words pg 27
<u>Similarity and difference</u> • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	• Did the Roman way of life improve the way people lived in Britain? (D) • What were the similarities and differences between both civilisations? (F)	 DIVIDE How are X and Y different? Sim /diff chart pg. 13
<u>Scale</u> • that scale can be defined as the size of something. • that (1.) on maps we use scale to determine the size relationship between the reality of something on the Earth's surface and the size it is represented on a map. • that the scale of a map influences how it can be used and is described in terms of ratio. • that (2.) scale is observational and are the descriptive size-based units which geographers divide the world to study places, regions and phenomena.	• How can scale influence the reader of a map? (F)	
<u>Communities and settlements</u>	• Where and why did the Romans build their settlements? (F)	

• that trade can bring about change in communities and settlements • that communities use natural resources to meet their basic needs • that communities and settlers can have a positive and negative impact upon an area • that people, products, ideas and elements change in location, this can be through travel or flow. • that movement has a significant impact in how land is changed over time. • that distance, direction, and the processes bringing about movement and the regularity and volume of movement all need to be considered. • that movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement.	• How did the miss-planning of Colchester result in its downfall? (D) • Was it effective moving the capital city to London? (D) • Where were roads and settlements built? (F) • Why are roads and settlements built in different locations? (C) • How did the road systems improve trade and daily life? (C)	
<u>Human and Physical processes</u> • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world.	• What is an aqua duct? (F) • How did the use of fresh water within settlements improve life within Britain? (C) • Do we still use some of these technologies to this day and what are they? (F) • Did the Romans rely on the physical environment to enhance their Empire? (D)	
<u>Colour</u> • that you can improve mastery of the art and design technique of painting when using colour.	• What colours did the Romans use? (F) • Why did they use these certain colours? (C) • What did the colours represent? (F)	
<u>Tone</u> • that you can improve mastery of the art and design technique of painting when using tone.	• Does the tone of an image have a positive impact on the design? (D) • What mediums did the Romans use to create tone? (F) • Why did the Romans use tone? (C)	

Texture • that you can improve mastery of the art and design technique of painting when using texture.	• What did the Romans use for texture within an image? (F) • Why did they show texture within paintings? (C) • Were these styles of paintings popular? (C)	

9. Assessment – Exit Task: Essay answer linked to unit title

- Did the Romans have a positive influence upon Britain today?

Expected evidence:

Children can apply their knowledge;

- Knowledge is explicit and connected;
- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;
- New information is linked to prior knowledge. Schemas are strong;
- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

Tier 2 Vocabulary

History

Ancient Adjective... A period of time that took place a long time ago.
Evidence Noun...Something that gives you proof that something else happened.
Chronology Noun...The order in which an event happened.
Source Noun... The start or the cause of an event in history.
Perspective Noun... Seeing an event from a particular point of view.
Conclusion Noun... An ending, result or outcome of something.
Evaluate Verb...To study carefully or judge to gain knowledge.
Government Noun... The people in charge of Ancient Rome and make the decisions about the country.
Cultural Adjective... Relating to a persons or group of people's cultures (lifestyle of a community).
Empire Noun... A group of nations or people under one ruler.
Cause Noun, Verb... When something happens that brings a result or effect.
Consequence Noun... Something that happens as a result of an event.
Valid Adjective... Something that is based on truth, fact or logic.

Tier 3 Vocabulary

History

Political Adjective... Relating to the government or public affairs of the country.
Social Adjective ... Relating to society or its organisation.
Emperor *Noun*... The male ruler of an empire.
Eternal City, *Noun*... A name for the city of Rome.
Viaduct

Tier 2 Vocabulary

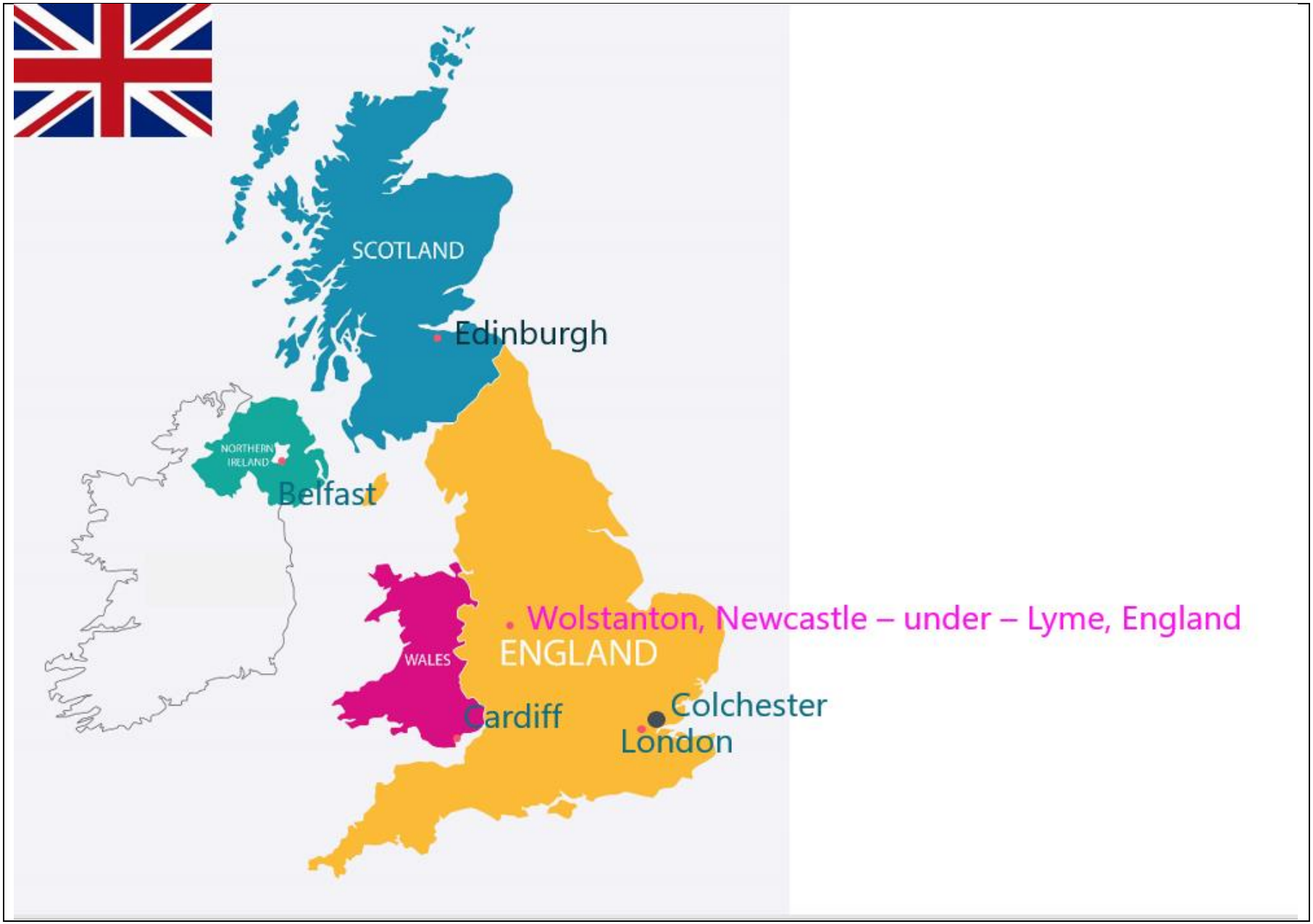
Geography

Conclusion The end or finish of an event, process or text.
Location A location is the place where a particular point or object exist. Geographic location is defined by two coordinates, longitude and latitude.
Interrelated Having mutual connections and interactions between people or group of people.
Latitude The measurement of distance north or south of the Equator.
Longitude The angular distance of a place east or west of the Greenwich meridian.

Land-use pattern The layout or arrangement of the uses of the lands. The land may be used for agriculture, forest, pasture etc.
Economic activity The activity of making, providing, purchasing or selling goods or services at all levels within a society.
Trade links The act or an instance of buying and selling goods and services either on the domestic markets or on the international markets.
Energy The ability and strength to do active physical activities. The natural environment provides us with a wide range of energy resources.
Food Any nutritious substance that people or animals eat and drink or plant absorb in order to maintain life and growth.
Minerals The naturally formed solid, inorganic substances with a definite chemical formula and a general structure.
Water supplies The process of supplying water usually including reservoirs, tunnels and pipelines.
Reasons A fact or cause that explains why something exists or has occurred.
Describe To give details about something to someone; give an account of.
Geographical diversity Having significant climate variations within the same zone, region or country. Different parts of the world have different physical features like dry deserts, evergreen forests etc.

Tier 3 Vocabulary
Geography
Rome ... Noun the capital city of Italy.
Europe ... A continent in the Northern Hemisphere.

Map:


SCOTLAND
Edinburgh
NORTHERN IRELAND
Belfast
WALES
Cardiff
Wolstanton, Newcastle – under – Lyme, England
ENGLAND
Colchester
London


Scotland
Northern Ireland
Isle of Man
Irish Sea
Wales
North Sea
English Channel
Northumberland
Morpeth
Tyne and Wear
Carlisle
Newcastle
Durham
County Durham
Cumbria
Northallerton
North Yorkshire
Lancaster
Lancashire
West Yorkshire
York
East Riding of Yorkshire
Beverley
Wakefield
Greater Manchester
Merseyside
Manchester
South Yorkshire
Lincolnshire
Liverpool
Sheffield
Lincoln
Chester
Cheshire
Derbyshire
Nottinghamshire
Stafford
Derby
Nottingham
Staffordshire
Shrewsbury
Leicester
Rutland
Norfolk
Norwich
Shropshire
Leicestershire
Oakham
Birmingham
Cambridgeshire
West Midlands
Northamptonshire
Worcestershire
Warwick
Northampton
Cambridge
Suffolk
Warwickshire
Bedford
Herefordshire
Worcester
Bedfordshire
Ipswich
Hereford
Buckinghamshire
Essex
Gloucestershire
Aylesbury
Hertford
Gloucester
Oxford
Hertfordshire
Chelmsford
Oxfordshire
Greater London
Bristol
Berkshire
London
Reading
Maidstone
Trowbridge
Guildford
Somerset
Wiltshire
Hampshire
Surrey
Kent
Taunton
Winchester
West Sussex
East Sussex
Devon
Dorset
Chichester
Lewes
Dorchester
Exeter
Newport
Isle of Wight
Cornwall
Truro

D

C

B

A


Europe
Norwegian Sea
North Sea
Baltic Sea
North Atlantic Ocean
Black Sea
Mediterranean Sea
N
W
E
S

1 2 3 4


SLOVENIA
Turin
Milan
CROATIA
Genoa
BOSNIA &
HERZ.
MONACO
San Marino
Sarajevo
ITALY
Adriatic
Sea
Podgorica
Rome
Naples
Tyrrhenian Sea
Palermo
Ionian Sea

Timeline:

- Key dates such as:

							
First Roman invasion led by Julius Caesar, but failed. **55BC.**	Claudius leads invasion and is successful. **43AD**	The Romans make Colchester the capital or Roman Britain. **49 AD**	Tribes lead by Boudicca attack Roman forces. **61 AD**	8,000 miles of Roman Roads completed to allowing troops and goods to travel easily **100 AD**	Begin building Hadrian's wall. **122 AD**	Barbarians attack the Roman Empire in Britain **200AD**	Roman rule in Britain ends. **410AD**