

**St Ambrose College History Department Learning Programme: Unit Two The rise and Fall of the Romans Empire.**

Topic/Content	Objectives/Skills	Suggested Homework/ Class activities	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
The origins of Rome	<p>Interpretations:</p> <p>Students to understand the real and mythical version of Rome's origins.</p> <p>Students develop skills of using sources to come to conclusions as to how Rome began. Use of source is expected and encouraged.</p>	<p>Which interpretation on the origins of Rome is the most convincing</p> <p>a) Shepherds</p> <p>b) Romulus and Remus?</p>	<p>Assessment :</p> <p>What impact did the Romans have on European Society? Why are there different opinions of the impact of the Romans?</p>	<p><b>Excellent:</b> To make excellent progress you need to demonstrate the following knowledge and skills</p> <ul style="list-style-type: none"> <li>• Make effective inferences from the interpretation</li> <li>• indicate which sources have been used</li> <li>• Use language effectively</li> <li>• Evaluate the interpretation using origin, knowledge and content.</li> </ul>	<p>Discussion of the spiritual link between us and our ancestors and make comparisons to the first Roman attitudes to their ancestors who were buried on the Palatine hills</p>
The development of Rome	<p>Change and Continuity:</p> <p>Students to</p> <ul style="list-style-type: none"> <li>• understand the changes that took place in this period</li> <li>• understand the concept of government and terms such as democracy, dictatorship and republic</li> <li>• reinforce the skills of chronology</li> </ul>	<p>Construct a timeline to highlight the changes in the way in which Rome was governed c. 550 BC-350 BC.</p> <p>Identify three areas of continuity during the same time period.</p>	<p>Time allowed 1hr</p> <ol style="list-style-type: none"> <li>1. Use Sources B, C, D and E. What do they tell a student studying the impact of the Romans?</li> <li>2. How useful is Source A to an historian studying the Romans?</li> <li>3. Study Source F. What view</li> </ol>		<p>Suggest visits to Chester and Castlefield.</p>
Rome's Expansion and Conquest of the Italian Peninsula	<p>Causation:</p> <p>Students study sources A –H to identify and explain a range of causes of Rome's expansion.</p> <p>Students will complete an essay which explains the reasons for Rome expansion. Use of sources will be expected.</p>	<p>How, why and when were the Romans able to control such a large area and such a lot of different people?</p>			<p>Use of ICT for research on Caesar and to produce the obituary.</p> <p>The impact of ideas of the Roman ideas of government on the modern world</p>
Rome's defeat of Carthage	Changes to the Roman Empire	Students study accounts and			

	<p>Interpretations: Students to study the events of the three Punic wars. Students to understand that one event can have more than one interpretation and why this may be.</p>	<p>background of Polybus and Livy. Who is likely to be more reliable?</p>	<p>does it have of the Romans? Explain your answer with reference to the source Do you think the Romans would have had the same view? Explain your answer.</p>	<p><b>Secure:</b> To obtain secure</p>
<p>The collapse of the Republic</p>	<p>Causation:  Students will be able to identify a range of causes and recognize that there are different types of causes.  Students identify and explain the reasons for the decline and collapse of the Republic</p>	<p>Students complete the heads and tails exercise on p29.  Students produce an obituary of Caesar using the information and Source A on p 28 – 29. and their own research Some of the class will write a positive obituary, half of the class will produce a negative summary of his life</p>		
<p>The Roman Conquest of Britain</p>	<p>Causation: <i>Students will understand that there are a wide range of causes of the Roman invasion: long term; short term and immediate.</i> Students use the map and text to understand that the Romans took some time to occupy Britain</p>	<p>Why did the Romans conquer Britain?</p>		

				<p>progress you will demonstrate the following knowledge and skills</p> <ul style="list-style-type: none"><li>• Use the content of the sources in your answer</li><li>• Generally use language effectively</li><li>• Use two of the following 3 aspects to evaluate the interpretations where required, content, knowledge and origin.</li></ul>	
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				the interpretati ons	
				<b>50</b> <b>% and</b> <b>above</b> <b>(12/25)</b>	
How Civilised were the Romans	Historical Perspectives	P 30 -43 Students draw conclusion about different aspect so life in Rome such as architecture/ entertainment etc			