

St Ambrose College History Department Scheme of Work  
 Unit Two: Rome and the Roman Empire  
 Lesson 1: The Origins of Rome

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Interpretations	The impact of religious beliefs on the development of Rome	Why are there different explanations of how Rome began?	<p>Students study sources and text to outline the 2 versions of the origin of Rome</p> <p>Use of text questions 1 -5 either verbally or in writing to develop an understanding of the strengths and weaknesses of each source (auditory and reading)</p>	UH1 p20 – p21
				<b>Curriculum Opportunities</b>
<b>Key processes</b>	<b>Learning objectives</b>			
	<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><b>Spirituality</b></p> <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>

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Unit Two: Rome and the Empire

Lesson Two: The development of Rome - 8<sup>th</sup> Century BC – 4<sup>th</sup> century BC

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Change and Continuity	<i>Development of political power</i>	How did Rome become a Republic?	<p>Students to outline the changes in government and society</p> <p>Use the questions on p23 Students understand the meaning of words such as democracy, republic and dictatorship and learn them for a test</p> <p>Auditory and reading</p>	<p><i>UH1 p22 –p23</i> <i>Work sheet 1 +2</i></p>
				<i>Curriculum Opportunities</i>
				The impact of ideas of the Roman ideas of government on the modern world
				<b>Spirituality</b>
Key processes	Learning Objectives			
<b>Historical enquiry</b>	<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>			

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Unit two: Rome and the Empire

Lesson 3: Rome's Expansion and Conquest of the Italian Peninsula

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Causation	<i>Empire</i>	How, why and when were the Romans able to control such a large area and such a lot of different people?	<p><b>Students study source A –H to identify and explain a range of causes of Rome's expansion</b></p> <p><b>Auditory, reading and visual learning</b></p>	<p><i>UH1 p24 -25</i></p>
				<b>Curriculum opportunities</b>
Key processes	Learning objectives			<b>Spirituality</b>
<b>Using evidence</b>	Students will complete and essay which explains the reasons for Rome expansion. Use of sources will be expected			

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 Lesson 4: Rome's defeat of Carthage

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Changes to the Roman Empire  Interpretation	<i>Empire</i>	How did the Roman empire grow? How can we find out about the expansion of the Empire?	Students to draw a timeline of 269 -146 BC  Students study accounts of Polybis and Livy. Who is likely to be more reliable?  Auditory learning	<i>UH1 p26 –p27</i>
<b>Key processes</b>	<b>Learning Objectives</b>			<i>Curriculum opportunities</i>
<b>Using evidence</b>	Students to the events of the three Punic wars Students to understand that one event can have more than one interpretation and why this may be			<b>Spirituality</b>

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 Unit Two: Rome and the Empire  
 Lesson 5: The collapse of the Republic

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Causation Homework Interpretations	Development of political power	Why did the empire collapse?  Why are there different opinions about Julius Caser?	Students identify and explain the reasons for the decline and collapse of the Republic Students complete the heads and tails exercise on p29.  Homework activity 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	UH1 p28 –p29  <i>Power point Augustus Caser</i>
<b>Key processes</b>	<b>Learning Objectives</b>			<b>Curriculum Opportunities</b>
<b>Historical enquiry</b>	<i>Students will be able to identify a range of causes and recognize that there are different types of causes</i>		Reading (research)	Use of ICT for research on Caesar and to produce the obituary
				<b>Spirituality</b>

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 Unit Two: Rome and the Empire  
 Lesson 6: The Roman Conquest of Britain

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Causation	Relationship between the peoples of the British isles	Why did the Romans conquer Britain?	<p>Students use the text to write an account of Claudius' attack, dividing reasons into different types such as long and short term causes.</p> <p>Students use the map and text to understand that the Romans took some time to occupy Britain</p> <p>Auditory and visual learning</p>	<p><i>UH p42 -42</i></p>
<b>Key processes</b>	<b>Learning Objectives</b>			<b>Curriculum opportunities</b>
Historical enquiry	<i>Students will understand that there are a wide range of causes of the Roman invasion</i>			<p>Suggest visits to Chester and Castlefield</p> <p><b>Spirituality</b></p>

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Unit Two: Rome and the Empire

Lesson 7: The Emperors and the Collapse of the Empire

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Causation Interpretation (Emperors reputations)	<i>Development of political power</i> <i>The impact of social changes on world societies</i>	What were the Roman Emperor like and why did the Empire decline?	Students research and identify which emperors were good, bad and mad. This could be extended into a homework activity where students produce an obituary of an emperor where they express an opinion of their impact	UH1 p 46 -49
				<b>Curriculum Opportunities</b>
<b>Key processes</b>	<b>Learning Outcomes</b>			<b>Spirituality</b>
<b>Using evidence ( Source A, B, c and D 46 047/</b>	<i>Students will understand why emperors have been given the reputation of good, bad and mad. Students should understand a range of reasons why the Western Empire collapsed.</i>			Students learn about the first Christian emperor, in 307 AD Constantine and the establishment of the orthodox catholic religion based in Constantinople.

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 Unit Two: Rome and the Empire  
 Lesson 8. : The impact of the Romans.

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Interpretation	<p><i>All students will be able to assess to what extent at least one aspect of Roman life was civilized.</i></p> <p><i>Most students will be able to assess at least 2 aspects of Roman Life</i></p> <p><i>Some students will be able to assess a range of aspects of Roman life from the list below.</i></p> <ul style="list-style-type: none"> <li>• Roads</li> <li>• Health and hygiene</li> <li>• Housing</li> <li>• Slaves</li> <li>• Entertainment</li> <li>• trade</li> </ul>	How Civilised were the Romans?	Activities in Understanding History 1	UH1 p32 - 41
				<b>Curriculum Opportunities</b>
				The impact of the Romans on Europe
				<b>Spirituality</b>
Key processes	Learning Outcomes			
Using evidence of Pompei	<p><i>All students will be able to assess to what extent at least one aspect of Roman life was civilized.</i></p> <p><i>Most students will be able to assess at least 2 aspects of Roman Life</i></p> <p><i>Some students will be able to assess a range of aspects of Roman life from the list below</i></p>			



St Ambrose College History Department Scheme of Work  
 Unit Two: Assessment : Rome and the Empire

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Interpretation		What impact did the Romans have on European Society? Why are there different opinions of the impact of the Romans?	Assessment (class work exercise)  Time allowed 1hr  1. Use Sources B, C, D and E. What do they tell a student studying the impact of the Romans? 2. How useful is Source A to an historian studying the Romans? 3. Study Source F. What view does it have of the Romans? Explain your answer with reference to the source 4. Do you think the Romans would have had the same view? Explain your answer.	UH1 p50 -51
				<b>Curriculum Opportunities</b>
<b>Key processes</b>	<b>Learning Outcomes</b>			The impact of the Romans on Europe
<b>Using evidence</b>				<b>Spirituality</b>
				Students understand the strength of the Christian church in keeping the ideas of the Romans alive during the Dark Ages

Assessment: The impact of the Romans.

