Year: 7	Subject: History	Unit title: The Romans	Term: Autumn
Knowledge (Learn that): ○ Scholars know how the Roman Empire began and how it transitioned in to a democratic republic ○ Scholars know the role of army in the rise and fall of the Western Roman Empire ○ Scholars know that issues of government, such as high taxation, inflation and corruption made people less loyal to their leaders ○ Scholars know that the introduction of Christianity to the empire made its people more loyal to God and the Pope than to the emperors ○ Scholars know that the division of the Roman Empire led to a weakened Western Empire, more vulnerable to the attacks of barbarian groups ○ Scholars know that natural disasters exacerbated social issues, and that leaders were ineffective in dealing with the Western Empire's problems ○ Scholars understand that there were multiple causes to the fall of the Western Roman Empire		**Core Vocabulary:** Empire, BC, AD, Senate, Patricians, Plebeians, Monarchy, Legionnaire, Province, Governor, Mercenary, Slaves, Patriarchal, Citizenship, Taxes, Polytheism, Monotheism, Pope, Constantinople, Barbarians, Visigoths, Vandals, Byzantine, Plague **Vocabulary to Encounter:** Legend, Census, Civil war, Dictator, Propaganda, Inflation, Corruption, Unrest, Persecution, Conversion, Climate, Drought, Crisis, Exacerbate, Instability **Vocabulary to retrieve:** N/A	**Teaching Sequence:** Lesson 1: The Rise of the Roman Empire Lesson 2: The Roman Army Lesson 3: Social Issues Lesson 4: Religion Lesson 5: Division and Barbarians Lesson 6: Natural Disasters and Poor Leadership Lesson 7: Planning Lesson Lesson 8; Essay Writing Lesson (There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **causation and historical argument.**

Scholars will be encouraged to:

- Construct causal arguments by evaluating multiple, interconnected factors (e.g. military decline, economic instability, religious transformation, leadership failure, environmental pressures).
- Use evidence to support claims
- Weigh and prioritise causes, culminating in a structured essay with a reasoned judgement.

Scholars will also:

- Develop **Chronological Understanding** through:
  - Timelines and sequencing tasks.
  - Use of BC/AD terminology.
  - Some emphasis on change over time (e.g. the transition from Republic to Empire and from polytheism to Christianity).
- Start to engage with **historical interpretations**:
  - The inclusion of Edward Gibbon and Michael McCormick's work introduces students to the idea that history is constructed and interpreted.
- Understand **historical concepts**:
  - This unit introduces and reinforces key disciplinary concepts such as empire, republic, monarchy, citizenship, propaganda and religious change. These are explored in context to help scholars understand their function and impact in Roman society.

Writing curriculum:

Throughout this unit scholars will use writing to practice historical communication. Through structured writing tasks, scholars are encouraged to:

- Use **historical vocabulary** accurately.
- Write **analytical paragraphs** using conjunctions like 'because, but and so'.
- Develop **coherent arguments**, mirroring the way historians communicate their findings.

Links to other units:

This unit acts as a transitionary unit between key stage 2 and key stage 3 history. The fall of Rome is a pivotal moment in European history, with long-term consequences. As such, this unit will provide some vital foundations for the key stage 3 history curriculum:

The central enquiry **'Why did the Roman Empire fall?** 'is a causation study involving multiple, interlinked factors (military, social, economic, religious, environmental). When approach causation enquiries, Scholars will already be familiar with structuring multi-causal arguments.

In Year 7:

- This unit introduces the rise of Christianity in the Roman Empire, Constantine's conversion, and the Church's growing influence. As a result, scholars will already understand the foundational role of Christianity in shaping medieval belief systems and authority.
- Scholars explore how Rome expanded through military strength, infrastructure, and governance. These themes (e.g. roads, citizenship, taxation, religion) provide comparative context for understanding the rapid expansion of Islam.
- This unit covers conquest, governance, and societal structure. Scholars can compare Roman and Norman methods of control, land division (provinces

vs. feudalism), and military organisation.

- Roman census practices and administrative control (e.g. governors, taxation) are introduced. Scholars can connect Roman record-keeping and governance to the purpose of the Domesday Book.
- The Roman class system (patricians, plebeians, slaves) helps scholars compare with later social structures e.g. The Feudal System.
- This unit explores religious motivations, the role of the Church, and the sacredness of places (e.g. Rome, Constantinople). Scholars can compare religious motivations and the concept of pilgrimage or crusade.
- Roman emperors' use of propaganda, military power, and religion to maintain control is a key theme. Scholars can trace continuity in how rulers across the Medieval period legitimise and maintain their authority.
- This unit explores economic hardship, taxation, social unrest, and rebellion. Scholars can apply their understanding of how economic and social pressures lead to popular uprisings e.g. The Peasants' Revolt

In Year 8:

- This unit introduces the shift from Roman polytheism to Christianity, including Constantine's conversion and the rise of the Church. Scholars can apply this to their understanding of later religious transformations like the Reformation.
- Scholars learn about Roman monarchy, republic, and empire, which provides a foundation for understanding how Tudor monarchs exercised and justified power.
- The fall of Rome due to weak leadership and internal unrest allows scholars to draw parallels the tensions between monarchy and Parliament in the 17th century.
- The Roman Republic's use of elected consuls and the Senate introduces scholars to early ideas of shared power.
- Understanding the Roman Empire's expansion, infrastructure, and governance helps scholars grasp how later empires (like the British Empire) were built and justified.

In Year 9:

- The Roman army's strengths and eventual weaknesses (e.g. reliance on mercenaries) offer scholars parallels to the importance of military planning and alliances in WWI.
- Rome's fall introduces the idea that even powerful empires can collapse due to internal and external pressures, knowledge that scholars will find relevant when studying the fall of European empires post-WWI.
- The crisis of the third century and poor Roman leadership provide a comparative lens for scholars understanding Tsar Nicholas II's failures and the conditions leading to revolution.

Links to the national curriculum:

This unit acts as a transitionary unit between key stage 2 and key stage 3 history. This content goes beyond the key stage two national curriculum, and helps

provide context and equity (for a mixed intake of scholars) when approaching a key stage 3 history curriculum.