

Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 9 – Power, Status and Authority in Rome

Week Beginning	Lesson Title	Lesson Objective	Online Lesson Link	Any additional instructions?
23rd February 2026 Week 1	Good vs Bad Emperors (Nero, Domitian, Hadrian)	<ul style="list-style-type: none"> Describe the qualities Romans associated with “good” and “bad” imperial leadership. Explain how different emperors used power, and how their actions affected people across the empire. Assess source accounts of Nero, Domitian, and Hadrian to judge how reliable and biased ancient authors might be. 	L05 Good and bad emperors.docx	<ol style="list-style-type: none"> Click the link to open the lesson resource. Read the text carefully then answer all of the questions in full sentences in your workbook. Complete the PEEL paragraph task, making sure you include evidence from the text. Be ready to show your work at the start of next lesson.

<p>2nd March 2026</p> <p>Week 2</p>	<p>Succession & Imperial image-making</p>	<ul style="list-style-type: none"> • Explain how Roman emperors chose successors and managed transitions of power. • Describe how emperors used art, architecture, and coinage to construct their public image. • Interpret material culture (statues, arches, coins) to explain how imperial authority was presented and justified. 	<p>Lo6 Succession and Imperial Image-making.docx</p>	<ol style="list-style-type: none"> 1. Click the link to open the lesson resource. 2. Read the text carefully then answer all of the questions in full sentences in your workbook. 3. Complete the PEEL paragraph task, making sure you include evidence from the text. 4. Be ready to show your work at the start of next lesson.
<p>9th March 2026</p> <p>Week 3</p>	<p>What was Roman law, and who was it for?</p>	<ul style="list-style-type: none"> • Describe the basic features of the Roman legal system and who could access it. • Explain the difference between written law and how justice worked in practice. • Identify how status and citizenship affected legal treatment. 	<p>Lo1 What was Roman law and who was it for.docx</p>	<ol style="list-style-type: none"> 1. Click the link to open the lesson resource. 2. Read the text carefully then answer all of the questions in full sentences in your workbook. 3. Be ready to show your work at the start of next lesson.

<p>16th March 2026</p> <p>Week 4</p>	<p>What counted as crime and why?</p>	<ul style="list-style-type: none"> • Identify common crimes in Ancient Rome, including theft, violence, treason, and moral offences. • Explain why some crimes were treated more seriously than others. • Use case studies to understand how crime reflected Roman values and fears. 	<p>Lo2 What counts as crime and why.docx</p>	<ol style="list-style-type: none"> 1. Click the link to open the lesson resource. 2. Read the text carefully then answer all of the questions in full sentences in your workbook. 3. Be ready to show your work at the start of next lesson.
<p>23rd March 2026</p> <p>Week 5</p>	<p>How was Justice decided?</p>	<ul style="list-style-type: none"> • Describe how Roman courts and trials operated. • Explain the roles of judges, advocates, witnesses, and juries. • Evaluate trial accounts to judge how fair Roman legal procedures were. 	<p>Lo3 How was justice decided.docx</p>	<ol style="list-style-type: none"> 1. Click the link to open the lesson resource. 2. Read the text carefully then answer all of the questions in full sentences in your workbook. 3. Be ready to show your work at the start of next lesson.