



CORE

# GEOGRAPHY AND HISTORY



SECONDARY 1

ANDALUSIA

1 Rome

According to tradition, Rome originated in **753 B.C.**

Rome began as an agricultural village on the Palatine Hill, which is on the banks of the river Tiber in the centre of the Italian Peninsula. A people called the **Latins** established it.

Rome gradually expanded across the Seven Hills and became a **walled city**. In order to promote trade, the Romans established the port of **Ostia** 30 km away at the mouth of the river Tiber.

At this time, various peoples inhabited the Italian Peninsula. The most powerful of these were the **Greeks**, who lived on the southern coast, and the **Etruscans**, who lived in the north and greatly influenced Rome. The city's expansion, **sewerage**<sup>1</sup> system, architecture and religion were all results of Etruscan influence.

Initially Rome was a **monarchy**. A succession of seven kings ruled the city, although there was also an assembly of **nobles**<sup>2</sup> called the **Senate**. In **509 B.C.** the Senate **deposed**<sup>3</sup> Tarquinius Superbus, the last King of Rome. As a result, Rome became a **republic**<sup>4</sup>.

- <sup>1</sup>**sewerage:** pipes that remove human waste.
- <sup>2</sup>**noble:** aristocrat
- <sup>3</sup>**depose:** remove from power by force.
- <sup>4</sup>**republic:** political system without a monarch; elected representatives exercise power.



CLIL activities

- 1 In your notebook, explain these terms.
  - a. Ostia
  - b. Etruscans
  - c. Palatine Hill
  - d. Senate
- 2 Listen and answer the questions.
  - a. Who were the parents of the twins?
  - b. Who rescued and took care of them?
  - c. Who was the first King of Rome?
- 3 Answer the questions. Then compare your answers with a classmate.
  - a. Describe Rome's geographical location.
  - b. What advantages did Rome's location provide?  
*Rome was on/next to/in...*  
*This was an advantage because...*  
*The most important advantage was being ... because...*

## 2 The Roman Republic

Unlike during the monarchy, in the Roman Republic different institutions shared power.

- The **Senate** dealt with the most important issues.
- The citizens elected **magistrates** who held office for one year. They included two **consuls**, who had the highest authority in the republic. There were also **praetors**, who governed Rome's provinces, and **aediles**, who governed the city.
- **Legislative assemblies** voted on laws and chose the magistrates. Their members were Rome's **citizens**<sup>1</sup>.

However, Rome was an **oligarchy**: the noble **patricians**<sup>2</sup> dominated its institutions. They ignored the **plebeians**, the ordinary people who had no political rights.

During the republic, the territory that Rome controlled increased dramatically. In the 3rd century Rome began to expand across the Mediterranean Sea. This provoked a series of conflicts with the **Carthaginians**<sup>3</sup> called the **Punic Wars**.

Rome's expansion increased **conflict** between the patricians and the plebeians over access to these new lands. As a result, there was a series of civil wars and the power of the **military** increased.

In 49 B.C. the general **Julius Caesar** established a **dictatorship**<sup>4</sup>. However, in 44 B.C. a group of senators assassinated Caesar. This led to another civil war, which Caesar's great-nephew, **Octavian**, won. This was effectively the end of the republic.

<sup>1</sup>**citizen**: free person with rights.

<sup>2</sup>**patrician**: member of the upper aristocracy.

<sup>3</sup>**Carthaginian**: people whose civilisation originated in Carthage (North Africa).

<sup>4</sup>**dictatorship**: political system in which one person has absolute power.



### CLIL activities

- 4 Describe the social groups in the republic. Which of these groups exercised political power?
- 5 Look at the map. In your notebook write which lands Rome controlled by these dates.
  - a. 201 B.C.
  - b. 290 B.C.
  - c. 100 B.C.
  - d. 396 B.C.
  - e. 222 B.C.
  - f. 1 B.C.
- 6 Listen to the radio programme and make notes about the dates and results of the Punic Wars. Use the information to create a timeline.
- 7 Research the main events in Julius Caesar's life. Write a biographical fact file. Remember to include: the year he was born, his achievements, where he fought; how and when he died.

## 3 The Roman Empire

In **27 B.C.** the Senate gave Octavian the titles 'Augustus' and 'emperor'. This was the start of the Roman Empire. Although the republic's political institutions survived, the emperor exercised **absolute** political, military and religious power.

**The early empire (1st–3rd centuries A.D.):** the empire reached its maximum size. This period is called **Pax Romana**, because it was a time of stability and prosperity in the empire.

**The 3rd-century crisis:** Germanic tribes (**barbarians**<sup>1</sup>) from northern Europe and Central Asia began to attack the empire's borders. This caused **political instability** and frequent civil wars. The empire increased **taxes**<sup>2</sup> to pay for its defence. **Trade**<sup>3</sup> decreased because of the instability. In addition, people began to leave the cities.

**The late empire (late 3rd–5th centuries):** in the 4th century, barbarian attacks continued, but there were some periods of stability and reform. **Emperor Constantine** (324–337 A.D.) moved the capital to Constantinople and allowed Christianity. **Emperor Theodosius** (379–395 A.D.) made Christianity the empire's official religion. In 395 A.D. he divided the empire into the **Western Roman Empire** and the **Eastern Roman Empire**.



At the start of the 5th century, there was a new wave of barbarian invasions. The Romans allowed the **Visigoths**<sup>4</sup> to settle in the empire in return for military assistance. But in **476 A.D.** the Germanic military leader **Odoacer** conquered the city of Rome and deposed the last Roman Emperor. This was the end of the western empire, and also marks the **end of Ancient History**.

### CLIL activities

- 8 In your notebook, draw a flow chart showing the causes and effects of the 3rd-century crisis.
- 9 Compare your flow chart with a classmate. Can you think of other possible effects?  
*If trade decreased, maybe there was less...*  
*There were lots of wars, so I think that...*  
*This probably meant that...*
- 10 Listen and answer the questions.
  - a. Where were the Huns from?
  - b. What did they do in the 4th century?
  - c. What was the effect of this?
- 11 Why do you think the fall of Rome marks the end of a period of history?

<sup>1</sup>**barbarian:** Roman term for members of the Germanic tribes who attacked the empire.

<sup>2</sup>**tax:** money the government takes from the inhabitants of a country to pay for its expenses.

<sup>3</sup>**trade:** buying and selling products.

<sup>4</sup>**Visigoth:** member of the western branch of the Goths, a Germanic tribe.

## 4 Society in Ancient Rome

During the **republic** and the early **empire**, the Romans divided society into citizens, foreigners, freed people and **slaves**<sup>1</sup>.

- **Citizens** were free people who had rights, such as the right to vote or be a magistrate. They included rich and powerful **patricians**, who controlled Rome's political institutions. The **plebeians** were farmers, traders and artisans. They had to pay taxes. Later on, the emperor gave them political rights too, so they became full citizens.
- **Foreigners** were free people, but they had limited rights.
- **Freed people** were ex-slaves who still had some obligations towards their former owners.
- **Slaves** had no rights and worked without pay. There were large numbers of slaves in the early empire, and many were prisoners of war.

In the **late empire**, there were some important changes.

- In the 3rd century all free people became citizens. This change was intended to increase the amount of tax collected and provide more soldiers for the army.
- The number of slaves decreased because of the expansion of Christianity and the end of Rome's territorial expansion.
- Free people who left the cities because of instability became **tenant**<sup>2</sup> farmers in the countryside.

### Women and the family

Roman society was **patriarchal**<sup>3</sup>, so husbands and fathers controlled Roman women. In addition, women didn't have political rights. However, free women were citizens and could own property and businesses. But their main tasks were taking care of their homes and children, **weaving**<sup>4</sup> and sewing.

Roman children usually received an education until the age of 12. After that age, only the children of the rich continued their education.

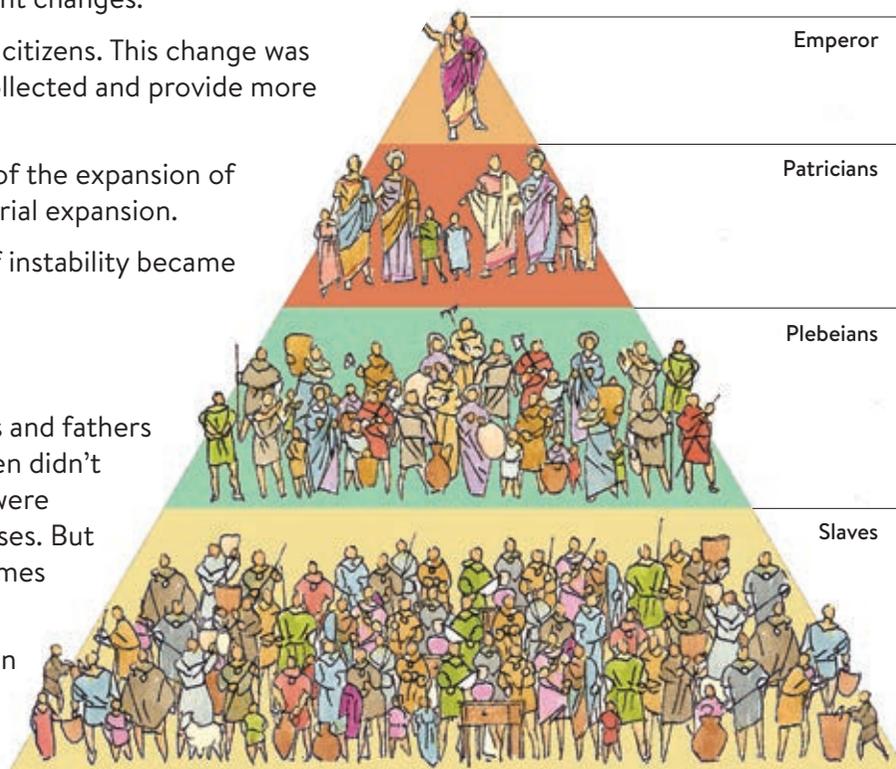


<sup>1</sup>**slave**: person who is the property of another person.

<sup>2</sup>**tenant**: person who rents a house or land.

<sup>3</sup>**patriarchal**: describes a society dominated by men.

<sup>4</sup>**weaving**: process of making fabric or carpet.



### CLIL activities

**12** In your notebook, write which social groups these people belonged to.

- I work all day but never earn money.
- I've always paid taxes. Now I can vote!
- I'm a senator. I make very important decisions.
- I lived in a city but now I rent a farm.

**13** Draw two pyramids of Roman society: one for the early empire and one for the late empire. Label who were citizens in each period. What differences can you see between the two pyramids?

**14** Listen to the documentary about Roman women and answer the questions.

- Who was involved in politics?
- Who was a scholar?

**15** Answer the questions with a classmate.

- What two factors caused the number of slaves to decrease?
- Why?

*This meant that... That caused... ...because of this...*

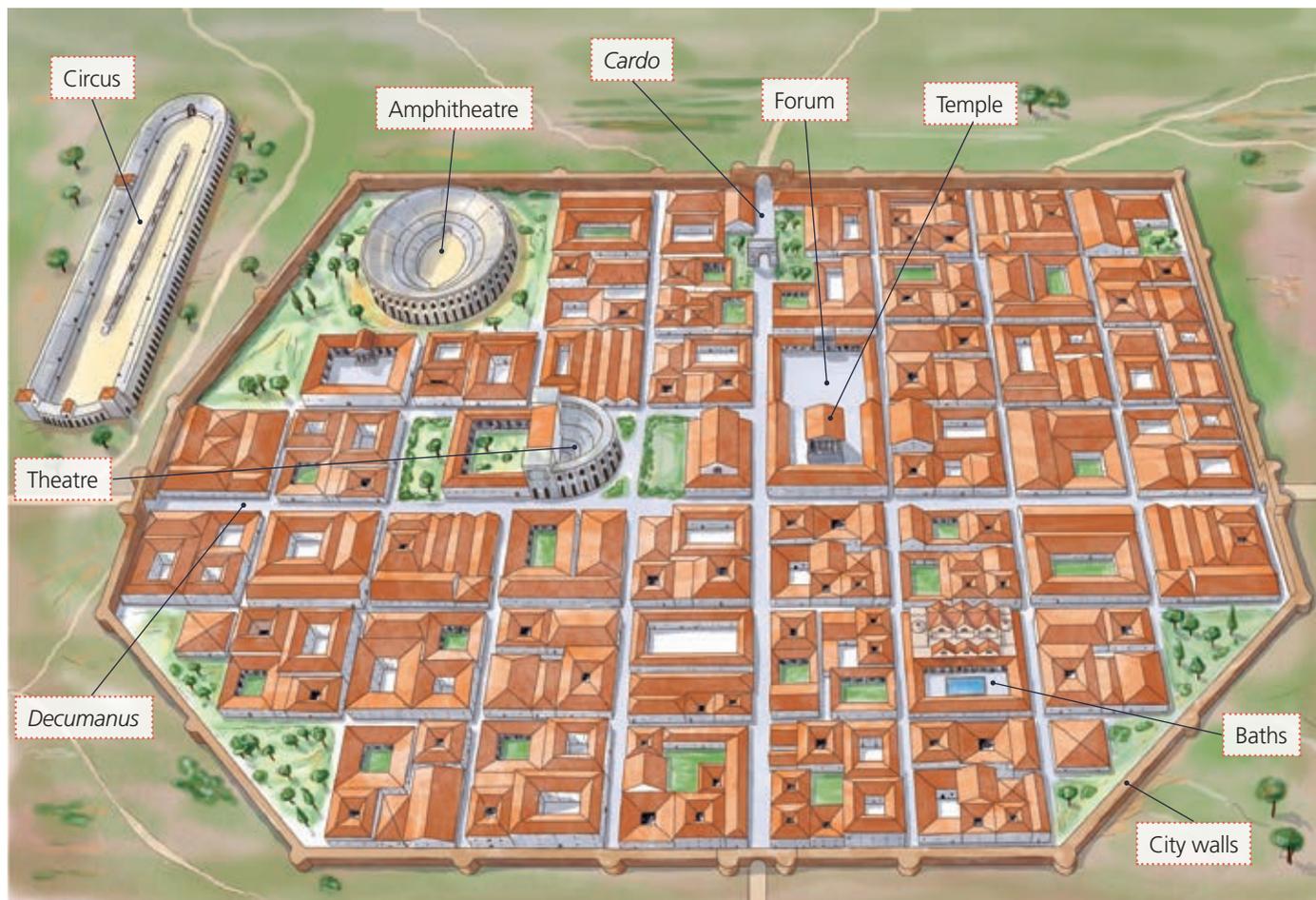
## Roman cities

Cities were a key element of Roman civilisation. They were economically important because they were centres of **trade** and **artisanal production**. The Romans established new cities in the lands they conquered. They also expanded existing cities too.

The Romans usually designed their cities in the same way: they had a **grid system**<sup>1</sup> with two main streets: the **cardo** and the **decumanus**. These streets crossed each other at the **forum**, or main square. This was the economic and social centre of the city.

The plebeians lived in buildings with several floors called **insulae**. The patricians and rich plebeians lived in single-storey houses called **domus**. These had a central courtyard called an **atrium**.

**grid system:** urban plan with straight streets that cross each other.



### CLIL activities

- 16 In your notebook, write *true* or *false*. Correct the false sentences.
  - a. The *cardo* went from east to west.
  - b. The circus was the economic and social centre of the city.
  - c. Plebeians lived in buildings with various floors.
  - d. Roman cities had streets that were straight lines and crossed each other.
- 17 Listen to the tour of the Roman remains at Arles, in France. Which places labelled in the picture does the guide mention?
- 18 With a classmate, discuss why Roman cities had walls around them. Use these words.  
*defend control attack boundary protection*  
*Roman cities had walls to/for ... because...*

## How the Romans lived

**Clothes:** Roman men wore tunics. Citizens also wore large **togas**<sup>1</sup>. Women wore longer tunics, and another tunic on top called a *stola*.

**Food:** the Romans ate cereals, vegetables, **pulses**<sup>2</sup>, dairy products and olives. They drank wine. They ate with their hands. The rich people also ate meat.

**Leisure:** the Romans visited the baths and the theatre. They also went to the circus to watch acrobats and chariot-racing, and to the amphitheatre to watch gladiators and wild animals fighting.

<sup>1</sup>**toga:** piece of cloth worn over the shoulders and around the body.

<sup>2</sup>**pulses:** beans, peas and lentils.



### CLIL activities

- 19 Answer the questions in your notebook.
- Which type of building had an atrium decorated with frescos?
  - What item of clothing did citizens wear?
  - Where did the Romans go to watch gladiators?
  - What were the differences between men and women's clothing?
- 20  Listen to the students talking about their History project. What mistakes do they make?
- 21  What are the similarities and differences between how the Romans lived and how we live today? With a classmate make two lists.
- The Romans wore/went/lived/ate... but we...*  
*The Romans... and so do we.*

## 5 The economy

The **Roman economy** was mainly based on **agricultural slavery**, but also on prosperous **trade** and **artisanal products**.

**Agriculture: new tools and improved techniques** increased agricultural production. The Romans used oxen to pull wooden **ploughs**<sup>1</sup> and **hand tools** such as spades. They used **mills** to grind cereals to make flour. They adopted new techniques, such as irrigation, **crop rotation**<sup>2</sup> and leaving land **fallow**<sup>3</sup>. They used **presses** to make olive oil and wine. Both of the products were important to trade.

**Craftwork and trade:** artisans' workshops were mainly in the cities. They used raw materials such as wool, metal and clay to make cloth, weapons and pottery. Trade benefited from **Pax Romana**, a long period of stability in the early empire. It also benefited from the network of **roads** and **ports** to transport goods. The use of the same **currency**<sup>4</sup> (coins) across the empire also facilitated trade.

<sup>1</sup>**plough:** machine that turns over earth.

<sup>2</sup>**crop rotation:** system of growing different crops each year. This makes the soil more fertile.

<sup>3</sup>**fallow:** leaving land to rest for a year or two.

<sup>4</sup>**currency:** type of money.



### CLIL activities

- 22 Answer the questions in your notebook.
- What tools and machines did the Romans use?
  - What did they use them for?
  - Where did artisans work?
  - Where did Romans get wheat, oil and slaves?

- 23 Listen and answer the questions.
- What does he make?
  - Who does he work with?
  - What materials does he use?
  - Where does he sell his products?

- 24 Discuss with a classmate why there was a lot of trade in the empire. Talk about:
- stability.
  - good transport.
  - the currency.

*Stability was important because there weren't so many wars.*

*This meant it was safer to move products and...*

*The Romans had a network of...*

*This meant it was ... to move products around.*

## 6 Religious beliefs

The Romans were **polytheists**<sup>1</sup> and their religion was very similar to **Greek religion**.

- In public, they worshipped the main gods in temples. Religion was also **political**. The state used it to create community and stability.
- In private, the Romans worshipped the gods that protected the family at small **shrines** (*lararia*) in their homes.



The Roman Pantheon. The Emperor Hadrian (1st century A.D.) commissioned it for worshipping the gods.

To predict the future, the Romans went to **augurs**<sup>2</sup> (seers). They accepted other polytheistic religions and adopted the gods of the conquered territories. During the empire, they worshipped some emperors in temples. This was called the **imperial cult**.

### Christianity

In the **1st century A.D.**, Christianity appeared. It was based on the teachings of **Jesus of Nazareth**, a **Jew** who the Romans crucified during Tiberius' reign. The **Gospels** spread his messages in books after his death because he did not leave any writings. Jesus had twelve companions, the **apostles**, and some Jewish followers. After his death, **Saul of Tarsus** (St Paul) spread his message across the empire.

Christianity was a minority religion, but gradually attracted more followers. The authorities considered some of its ideas a threat. This was because Christians, like the Jews, were **monotheists**<sup>3</sup> and refused to worship the emperors. They believed all men were **equal** and were against slavery and social inequality. The emperors **persecuted**<sup>4</sup> the Christians and tortured many **martyrs** to death. Christians met in secret and used symbols to disguise their message, and so Christianity continued to **spread**.

In 313 A.D., the **Emperor Constantine** ended Christian persecution. In 380 A.D., the **Emperor Theodosius** made Christianity the empire's **official religion** and prohibited all others. The **Church** became politically powerful and bishops taught its doctrines in meetings called **councils**. Many barbarians **converted** to Christianity, so it survived the fall of the empire.

### GLIL activities

- 25 In your notebook, write *true* or *false*. Correct the false sentences.
- Romans worshipped their gods in churches.
  - The Gospels were writings about Jesus' messages.
  - Christians were in favour of slavery.
  - In 400 A.D. Christianity was not very important in the empire.
- 26  Listen and make notes about the Roman gods Lares, Penates, Manes and Genius. Compare your notes with a classmate.
- 27  Why did Roman emperors persecute Christians? Use these words.
- different beliefs   afraid   powerful   threat*  
*The emperors persecuted Christians because...*

<sup>1</sup>**polytheist**: person who believes in many gods.

<sup>2</sup>**augur**: priest who studied the flight of birds to predict the future.

<sup>3</sup>**monotheist**: person who believes in one god.

<sup>4</sup>**persecute**: treat someone in a cruel way because of their race, religion, gender or political beliefs.

## 7 Art and architecture

The people the Romans conquered, especially the **Greeks**, influenced their art and architecture.

**Roman architecture:** Unlike the Greeks, the Romans gave equal importance to utility and decoration. Each building had a **purpose** and prioritised interior space. They used **curved features**, such as **arches** and **vaults**, and poor quality materials covered with marble. There were different types of buildings.

- **Religious buildings:** in temples the Romans imitated Greek columns, pediments and sculpture. They added the **Tuscan**<sup>1</sup> and **composite**<sup>2</sup> columns.
- **Political and administrative buildings:** the **basilica**<sup>3</sup> and the **Curia**<sup>4</sup>.
- **Commemorative buildings:** triumphal arches and victory columns.
- **Recreational buildings:** theatres, amphitheatres and circuses.
- **Civil buildings:** houses, markets and thermal baths.

The Romans also made advances in engineering, constructing bridges, aqueducts, roads, reservoirs, walls and lighthouses.

**Roman sculpture:** they created **historical reliefs** on buildings in a realistic style. These commemorated great victories. The Romans sculpted **portraits** in a realistic style during the republic, in an idealised style during the early empire and in a simpler style during its decline.



**Roman painting:** they painted **polychrome**<sup>5</sup> murals of a **variety of subjects** on walls. These included **architectural features** to create the sensation of real space. They made **mosaics** by sticking small pieces of marble or stone (**tesserae**) on to the floor. Mosaics either had geometric designs or represented different subjects.

### CLIL activities

- 28 In your notebook, make a table of the five most important types of buildings with the headings: *Type/Example*.
- 29 Listen and answer the questions about the city of Pompeii.
- What happened to the city in 79 A.D.?
  - What buildings did archaeologists find there?
  - What artwork did they find there?

- 30 What modern buildings do we have that are similar to:
- an amphitheatre?
  - a triumphal arch?
  - a circus?
  - a temple?
- 31 With a classmate discuss why Romans usually decorated walls with murals and floors with mosaics. Use these words.
- sensation space hard material*

<sup>1</sup>**Tuscan:** Doric column with a base.

<sup>2</sup>**composite:** column containing scrolls and acanthus leaves.

<sup>3</sup>**basilica:** building for commerce, official functions and law courts.

<sup>4</sup>**Curia:** building for city authority meetings.

<sup>5</sup>**polychrome:** with several colours.

## 8 Rome's cultural legacy

**Classical** or **Greco-Roman** culture is the **legacy**<sup>1</sup> Ancient Greece and Rome left us. It's the origin of today's Western culture.

### Romanisation

Romanisation was the extension of Rome's culture and customs to the conquered territories. These aspects were very important.

**Latin:** this was the Roman language.

**Romance** languages, such as Spanish, Italian and French, evolved from Latin.

**The army:** Roman soldiers in the conquered territories built bridges, aqueducts and roads. Military camps were the origins of many Roman cities.

**Retired**<sup>2</sup> soldiers settled in these provinces and spread Latin and other Roman customs.

**Cities:** these were administrative and trade centres, so they spread Roman culture to the surrounding areas.

**Law:** the Romans created a sophisticated legal system. It's the foundation for today's legal system in many countries.

The barbarians also adopted many aspects of Roman civilisation.

### Arts and sciences

The greatest philosophers were **Cicero** (1st century B.C.) and **Seneca** (1st century A.D.). In **literature**, plays and poetry developed. **Plautus** and **Publius Terentius** (3rd–2nd centuries B.C.) were famous playwrights. **Virgil** was the most famous poet. The Romans were very interested in **history**. The most famous historians were **Julius Caesar**, **Tacitus**, **Plutarch** and **Livy**. In **medicine**, **Galen** made a great contribution to understanding human anatomy and pharmacology.

### CLIL activities

- 32 Answer the questions in your notebook.
- What's a Romance language?
  - Which four aspects of Roman culture spread all over the empire and beyond?
  - How did soldiers help Romanisation?
  - Which areas of arts and science were Romans interested in?
- 33  Create a table with the names of the months. Then listen and write the reason behind each name. Which months did the Romans add later on?

<sup>1</sup>**legacy:** benefit that comes from the past.

<sup>2</sup>**retired:** when you stop working because of your age.



The *Via Appia* was one of the most important roads in Ancient Rome.

- 34  Why were most Roman roads straight rather than curved?

*Straight/ curved roads were faster/slower/more/less efficient. The Romans preferred them because...*

- 35  Why do you think the barbarians adopted so many aspects of Roman civilisation? Discuss your ideas with a classmate.

*Roman civilisation was advanced/powerful, so the barbarians...*

*Roman culture was ... which improved quality of life.*