

# Year: 1 (AP2)

## Topic: Roman Circus

### Time Period: Romans

#### Learning outcomes:

- Use words and phrases such as 'a long time ago, in the past
- Know how to ask and answer questions about old and new objects
- Notice old and new things in pictures
- Use words like; before, after, past, present, then, now

#### Information for teachers:

The Ancient Romans were mad about chariot racing. Colchester has the only known chariot racing circuit in Britain. If there were others they have yet to be discovered. When the Romans invaded in 43AD they made straight for the heart land of the enemy. Camulodunum was the home of important tribal leaders and a spiritual settlement named after Camulus the celtic god of war. Once opposition had been subdued the Romans took over the area and founded their first colonae which they called called Victricensis, which translated from latin means city of victory. Thousands of retired soldiers were given land here and a model Roman town was built complete with all of the amenities Roman citizens expected and this included entertainment in the form of a theatre, amphitheatre and a circus.

Although nothing remains above ground of the circus building, extensive archaeological investigation has revealed the foundations and clearly the original structure was massive. It was 450 metres long with a capacity for 16,000 spectators. The only Roman building in Britain bigger than this is Hadrian's Wall.

Roman Circus Centre, Roman Circus House, Roman Circus Walk, Colchester, CO2 7GZ. Tel 01206 501785 [www.thecolchesterarchaeologist.co.uk](http://www.thecolchesterarchaeologist.co.uk)



Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Have photo of the landmark – but have it covered with only a small part showing. Have these on tables and the children walk around the tables and talk to their partner about what image might be hidden. What clues are there? <b>I.e.: I can see a square shape...maybe it's a wall? I can see old looking stone...it must be something old.</b></p>  <p>Starting-gates by Carole Raddato via Wikimedia CCBYSA2.0</p>	<p>landmark monument Colchester Roman Circus old new past present</p>	<p>WALT: <u>notice old and new things in pictures.</u></p> <p>The children complete – <b>Stand up, Hand up, Pair up</b> and go to different children using this method, to share what they think each hidden image is – the children can change their minds if they like, about the images.</p> <p>Bring the children back to the carpet and share some ideas. The PowerPoint should have the same image (hidden parts) on - after discussion, reveal the image. Did they guess correctly? How did they work the place out? <b>Have they seen this place before?</b> If yes, where- what do they know about it? Is it old or new? How do they know? <b>How far is it from our school?</b></p> <p>Show on a map (could use Google Earth). Discuss OSM)</p> <p>Explain that it is the remains for the <b>Roman Circus.</b></p> <p>What do the children think a Roman Circus was? Share ideas and scribe on the flip chart for the working wall. This will be referred to after the children's visit next lesson.</p>	<p><b>Identify</b> things which are old and new</p> <p><b>Describe</b> how you know something was from a long time ago</p> <p><b>Explain</b> how long ago the Romans were in Colchester</p> <p><b>Predict</b> what the Roman Circus was used for – and who by</p>	<p>Image of Roman Circus with different parts revealed on sugar paper</p>

Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p><u>History Walk – Roman Circus</u></p> <p>Remind the children about their previous lesson – we were looking at a historical landmark in Colchester. The Roman Circus.</p> <p>Do the children remember their predictions, about what the Roman Circus might have been used for? <i>Refer to the Working Wall and their predictions at the end of last lesson.</i></p> <p>Discuss that real History is on our doorstep. Today we are going to walk to the Roman Circus.</p> <p>Look at the name- Roman Circus...look at the photo again. What do we know? What clues? Image, names –Roman, Circus. What do we know about the Romans? What might the Circus have been used for?</p> <p>Before visiting, ask the children to generate some questions using WHO,WHY, WHAT, WHEN, WHERE, HOW about the Roman Circus.</p> <p>Take the children to look at the Roman Circus. Take photos for their books.</p> <p>(Roman Circus Contact: 01206 501785)</p> <ul style="list-style-type: none"> <li>Take photos for books as evidence.</li> </ul>	<p>History old new long time ago now then before after past present landmark monument Colchester Romans Circus Entertainment Remains Starting gate Circle Chariot Horse Royal Emperor</p>	<p><u>WALT: imagine what it would have been like for people in the Roman times, to have experienced the Roman Circus.</u></p> <p>On return to school –remind the children of their questions -who can remember what they wanted to find out about the Roman Circus? Did you get time to ask your question today? Discuss with the children that over 2000 years ago (a long time ago) the Roman Circus was actually used by the Romans, for chariot racing. Show this clip and say we will look at this again in a couple of lessons' time.</p> <p>Show: <a href="#">YouTube:</a></p> <p>On flip chart paper- have 2 images of the Roman Circus now and then</p> <p><b>Write facts onto the flip chart paper that they now know...how long ago was it built? Who built it? What was is used for? Display as part of Working Wall.</b></p>	<p><b>Understand</b> that the Roman Circus was used for entertainment over 2000 years ago.</p>	<p>Trip to the Roman Circus organised</p>

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Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Roman Circus – use the 2 images again – which picture shows the Roman Circus a long time ago? Does anyone remember how old it is? Tell your partner what you know about the Roman Circus. Recap together.</p>  <p>Artist's impression of the Roman Circus of Camulodunum, Colchester (UK) by Carole Raddato via Flickr CC BY-SA 2.0</p>  <p>Stand up, Hand up, Pair up- move around the classroom telling each other what you remember about the Roman Circus. It is OK to <i>magpie</i> some else's facts. Come back to the carpet and have a quick- fire 'sharing' time.</p>	<p>remains starting gate circle chariot horse royal emperor present sources information archaeologist dig evidence landmark monument Colchester romans circus entertainment remains starting gate</p>	<p>WALT: <u>Understand why there are historical remains in Colchester and explain what it used to be.</u></p>  <p>Have an image of the Roman Circus to stick into books- children to write sentences about what it was used for. Have an image of a Roman Charioteer. Stick the image in their books and write sentences to explain who this person was and what they did.</p>	<p><b>Identify</b> what the Roman Circus was used for.</p> <p><b>Describe</b> what it would have been like at the Roman Circus during this time period.</p> <p><b>Explain</b> what the charioteers had to do.</p> <p><b>Use</b> pictures to imagine what life was like 2000 years ago, during roman Britain.</p>	<p>Images of the Roman Circus (Colchester) past and present. Have an image of a Roman charioteer</p>

## Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Object Handling Session</p> <p>Contact Colchester Archaeological Trust to arrange an object handling visit.</p>	<p>sources information archaeologist dig evidence landmark monument Colchester Romans Circus Entertainment Remains Starting gate Circle Chariot Horse Royal Emperor Colours gamble</p>	<p>WALT: <u>understand how we learn about the past from PRIMARY Sources.</u></p> <p>The children will be handling artefacts and making links with how Historians learnt about the Roman Circus through Primary Sources, found and discovered by archaeologists.</p>	<p><b>Explain</b> how artefacts are Primary Sources and are found by people called archaeologists</p>	<p><b>Colchester Archaeological Trust</b></p> <p>Roman Circus House Roman Circus Walk Colchester CO2 7GZ <a href="tel:+44(0)1206501785">+44(0)1206 501785</a> <a href="mailto:info@catuk.org">info@catuk.org</a></p>

## Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p><i>TEACHER INFO:</i></p> <p><i>In ancient Rome, chariot racing was the most popular of many subsidised public entertainments and was an essential component in several religious festivals. Roman chariot drivers had very low social status but were paid a fee simply for taking part. Winners were celebrated and well paid for their victories, regardless of status, and the best could earn more than the wealthiest lawyers and senators. Racing team managers may have competed for the services of particularly skilled drivers and their horses. The drivers could race as individuals, or under Team colours: Blue, Green, Red or White. Spectators generally chose to support a single team and identify themselves with its fortunes. Private betting on the races raised large sums for the teams, drivers and wealthy backers</i></p>	<p>Colchester Romans Circus Entertainment Remains Starting gate Circle Chariot Horse Royal Emperor Colours gamble</p>	<p><u>WALT: use what we have learned about Roman chariots, to build our own.</u></p> <p>Discuss with the children that in Roman chariot racing, the chariots would be much more decorative than in battles. The racers would have colours and embellish their chariots for entertainment and to 'stand out'.</p> <p>Ask the children to get into groups of 3.</p> <p>Each group has a large cardboard box (needs to be organised before) and they decorate in bright colours (NOT purple as this was a colour for the emperor/royalty).</p>	<p><b>Create</b> a Roman Chariot to use in a 'mock' race.</p>	<p>cardboard boxes tissue paper, paints, coloured pens to decorate the 'chariots' with</p>



Carole Raddato from FRANKFURT, Germany, CC BY-SA 2.0

Have this image displayed. Ask the children –what do you notice? What does this picture show us? Is it a photo? Why not? Remind the children that they have been learning about Roman Chariot racing and the Roman Circus. Remind the children that Roman chariot racing was for entertainment. It could earn the racers lots of money. People gambled on the races and could win (or lose) a lot of money. The successful racers would become famous.

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Chariot Racing (Potentially a Roman dress up day?) You need to remind the children of the starting gates that they saw at the Roman Circus. Have some chairs set up on the field to represent 4 starting gates and put the children into their groups of 3- one racer and 2 horses (inside the box, with the bottom cut out). The boxes can have string attached to connect /as reins. Children could be wearing red, blue, white and green as the racers did in the Roman times.</p>	<p>Colchester Romans Circus Entertainment Remains Starting gate Circle Chariot Horse Royal Emperor Colours gamble</p>	<p><u>WALT: understand what Roman Chariot racing was like at the Roman Circus, over 2000 years ago.</u> Remind the children that Roman Chariot Racing was entertainment. You can have someone as an emperor (use an LSA) watching in a raised area and you could encourage the children to react accordingly to their entrance. Children to re-enact some races- could have an award ceremony after they have completed a lap of the field.</p>	<p><b>Describe</b> what happened during Roman Chariot racing.</p>	<p>Space on the field- circle marked out (use running lanes). Chairs as gates. Chariots made from boxes (last session). Medals for winners/wreaths for crowns etc).</p>



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