

Year: 5 (AP2)

Topic: What we learnt from the Romans

Time Period: Romans

Learning outcomes:

- Appreciate the Roman influence on Britain.
- Know about Roman inventions/developments
- Understanding that we learn about the past from looking at primary sources and artefacts.

Lesson plan: Session 1 and 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Introduction</p> <p>Play Horrible Histories Inventions Rap Clip Then play clip about the 'Onager' Play Horrible Histories Inventions Rap clip</p> <p>https://www.youtube.com/watch?v=k2ISkdQGIrw</p> <p>Then play clip about the 'Onager' https://www.youtube.com/watch?v=mlpcmCbiKY8</p> <p>Ask children what they think today's learning- to define invention and development together then write in books</p> <p>Park it board – 1 fact you remember about the Romans, 1 thing the Romans invented/developed</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks2-history-what-did-the-romans-do-for-us/zx888hv</p>	<p>invention development Roman influence archaeology artefact primary/secondary source Fenwick hoard armillae pennanular ring Emperor Claudius</p>	<p>WALT: know that legacy of Roman inventions is still visible in Britain today.</p> <p>Researching Roman inventions and finding out what things they have credit for which they did not actually invent</p> <p>Lesson 1</p> <p>Create a poster in groups with one of the inventions or developments. Teacher to make groups equal ability and chose the area for them so they can teach the class. Have laptops/iPads for them to research. Make sure they write it down simply for everyone to understand!</p> <p>Lesson 2</p> <p>Children present their posters to the class. Children consider what the best invention/development was that the Romans made.</p> <p>Ensure children all have something to say and have a success criteria of how to present well:</p> <ul style="list-style-type: none"> - Loud clear voice - Facing your audience - Sharing the responsibility 	<p>Define invention and development</p> <p>List three things the Romans invented and three things the Romans developed</p>	<p>PPT laptops iPads big paper pens prompt sheets</p>

Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Ask the children:</p> <p>What is archaeology?</p> <p>Children to discuss what it is and how/why it is done.</p> <p>Ask children what sort of historical source might be found by an archaeologist. Remind children of prior learning: Saxons, Shang Dynasty and the artefacts which helped build an historical picture/story.</p> <p>Highlight that we know about history from things we find.</p>  <p>Use https://www.onesquaremilecolchester.co.uk/period/romans to share landmarks in Colchester (Roman) and the images from the Fenwick Hoard. Have any of them seen them before?</p> <p>Look at the pictures of the artefacts and discuss what they tell us about Roman times. Are these primary/secondary sources?</p> <p>Recap the difference between primary and secondary sources.</p> <p>Ensure children gain an awareness that there is a need to piece the information together and we must think about why</p>	<p>invention</p> <p>archaeology</p> <p>artefact</p> <p>primary /secondary source</p> <p>Fenwick hoard</p>	<p>WALT: understand archaeological findings in Colchester</p> <p>Looking at the Fenwick Hoard artefacts (trip to Colchester Museum) and contrasting them similar modern objects.</p> <p>To secure learning – using the resource table in Fenwick Hoard - prepare this prior to lesson- match the image with the description- cut/stick into books.</p> <p>Once matched children should stick the matched pairs in their books.</p> <p>Reflect on the importance of these artefacts to help us understand how the Romans lived. Why is it important to develop an understanding of the past? How have the Roman items influenced our choices/designs now or why have they stayed similar?</p>	<p>Identify Roman artefacts</p> <p>Define the significance of Roman artefacts</p> <p>Compare and contrast items then and now</p>	<p>C&I Fenwick Hoard</p> <p>Word document- images and table with images with descriptions- to be cut up and stuck into books.</p>

certain things survived whilst others perished – considering the importance of whose history has survived.				
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Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Ask the children:</p> <p>What Roman evidence is there in Colchester?</p> <p>https://www.onesquaremilecolchester.co.uk/period/romans</p> <p>Roman wall</p> <p>Roman foundations of the Temple under the Castle (Norman)</p> <p>Roman Circus</p> <p>Roman theatre</p> <p>Balkerne Gate</p> <p>Roman townhouse foundations</p> <p>Roman church</p> <p>Roman mosaic</p>	<p>invention</p> <p>development</p> <p>Roman</p> <p>influence</p> <p>archaeology</p> <p>artefact</p> <p>Primary/Secondary source</p> <p>landmark</p> <p>remains</p>	<p>WALT: Observe primary sources considering their prior and current importance</p> <p>Going on a walk to see what Roman evidence there is in Colchester.</p> <p>Roman walk – Follow trail and discuss different points of interest.</p> <p>Discussion questions upon return:</p> <p><i>Which stop did you find the most interesting?</i></p> <p><i>Why is it important to know about our town's history?</i></p> <p><i>Do you know any other facts about the history of Colchester?</i></p> <p><i>What would you like to find out (park it board)</i></p>	<p>Identify a Roman landmark in Colchester</p> <p>List three Roman buildings/remains you can see parts of.</p> <p>Explain what was the most interesting to me</p> <p>Reflect on what I'd like to find out more about</p>	<p>info</p> <p>High Vis</p> <p>First aid</p> <p>Risk Assessment-Local Walk</p>

Lesson plan: Session 5 and 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>To begin with, Use the Park It Board questions that the children generated, from last session, after the walk.</p> <p>What did the children still want to find out? If they could 'ask an expert' what historical question would they pose? Make a list – then promise to email Claire Driver, as OSM's Historian, to find out – let the children know that when she replies- they will have their answers.</p> <p>https://www.youtube.com/watch?v=D5Q9P5sByYE</p> <p>Watch this with the children as a 'finale' and paused for them to make notes.</p>	<p>Anglo-Saxon religion pagan beliefs Augustine Ethelbert King Pope Gregory Christian Roman Catholic slaves</p>	<p>WALT: create a leaflet for anyone visiting Colchester – The Roman Legacy in Colchester</p> <p>Discuss what a leaflet is (could link to R2W)- what is the Audience and Purpose?</p> <p>https://www.bbc.co.uk/bitesize/articles/zrjqpg8</p> <p>(How to write a leaflet)</p> <p>Plan out the main Roman remains/landmarks for the children to include.</p> <p>Recap how they are primary sources, archaeologists discovered items and how the story of Roman Colchester was built through discoveries, hypothesis and research. Emphasise how privileged we are to live in such a significantly Historical city and how close our school is to the landmarks and Historical sites which form a part of this.</p> <p>This has to be conveyed in the leaflet -this is the purpose. Who might the audience be? School children, teachers, visitors? Decide and Shared Write on flip chart the opening of this leaflet.</p> <p>Allow the children to go and complete their own leaflet- using iPads and their books and experiences from this History unit to support.</p>	<p>Identify the key Roman landmarks/remains which are in Colchester (and in particular, within the OSM radius).</p> <p>Describe these landmarks and their significance</p> <p>Explain why people should visit them and what it teaches us about Romans and their time in Colchester</p>	<p>Leaflet template iPads Park It Board questions from last session</p>



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