

# Year: 2 (AP3)

## Topic: Celtic Tribes Boudica

## Time Period: Romans

### Learning outcomes:

- Develop an awareness of the past.
- Identify differences and similarities between ways of life in different periods.
- Know and understand key features of an event beyond living memory that are nationally significant.
- Understand some of the ways in which we find out about the past and identify different ways on which it is represented.
- Understand key features of events

### Teacher Notes:

During the Iron Age, Celtic people were reported to have worn close-fitting trousers with a long linen or woollen tunic that was tied with a belt. Fabrics were dyed different colours. Checked and striped patterns, a little like tartan, were often used. A Celtic warrior would usually fight with a long sword or spear and an oval shield. Iron ores are naturally occurring minerals and rocks from which iron can be extracted. They are usually found in sedimentary rocks but also occur in igneous and metamorphic rocks. Back in the Iron Age, iron was extracted by a process known as 'smelting'. Iron ore and charcoal were put into a hot furnace. This melted off the waste material in the rock, leaving the iron behind as a big lump known as a 'bloom'. The iron could then be heated and hammered into shape.

Iron Age blacksmiths heated iron and then shaped it into many useful tools. Iron was shaped into objects such as spear heads, arrow heads, daggers, swords, nails, tools and cooking pots. Other sharp objects, such as a sickle hook, were used in farming to harvest grain crops.

The Romans successfully invaded Britain in AD 43. During this time, many of the people living in the country belonged to Celtic tribes. The Romans forced many of these tribes to surrender to them. However, they let King Prasutagus (Boudica's husband) continue to be chief of the Iceni people in the east of England. After the death of Prasutagus in AD 60, the Iceni tribe was to be led by Boudica and her two daughters. However, the Romans tried to overthrow her and take over. Boudica stood up to the Romans and began to lead an army against them. The Romans treated Boudica and her daughters cruelly, seized Iceni land and **enslaved** members of her family. Boudica was enraged by the Romans' treatment of her tribe. Not long after the attack,

the Roman governor at the time, Suetonius Paulinus, took two-thirds of his soldiers in Britain to try and conquer Wales. Boudica used this opportunity to unite the Celtic tribes in Britain to create an army against the Romans.

## Lesson plan: Session 1

| INTRODUCTION   | VOCABULARY   | ACTIVITIES   | LEARNING OUTCOMES  | RESOURCES   |
|--|--|--|--|---|
| <p>Introduce the subject of History, discussing what it is and why it is important to study. Ask the children to try and recall any of their History learning in Year 1 or in other terms, during Year 2. Recap the One Square Mile project. <b>How can we learn about the past?</b> Discuss.</p> <p>Sometimes we learn about events over 500 years ago when there were no cameras, phones, recording equipment, internet etc. Discuss use of artefacts and what could be considered an artefact. Explain we are going to be looking at artefacts and asking historical questions to find out the time period and a significant person/event we are going to be focusing on this term.</p> <p>Share video on how artefacts are found and handled.<br/> <a href="https://www.youtube.com/watch?v=qMzpA5oCGNY">https://www.youtube.com/watch?v=qMzpA5oCGNY</a></p> | <p>Historical Source</p> <p>Artefacts</p> <p>Photograph evidence</p> <p>past</p> <p>archaeology</p> <p>archaeologist</p> | <p>WALT: Use historical sources</p> <p><b>Activity 1:</b></p> <p>Children have a selection of items – use items from school's resources boxes, <b>loan boxes</b> from Colchester Castle Musuem</p> <p><a href="https://colchester.cimuseums.org.uk/castleinthe classroom/">https://colchester.cimuseums.org.uk/castleinthe classroom/</a></p> <p>or</p> <p><a href="https://www.onesquaremilecolchester.co.uk/">https://www.onesquaremilecolchester.co.uk/</a> for images.</p> <p>Can the children write some questions for the artefacts? Make up/predict a 'story' for the artefacts. Where did one of them come from? Who owned it? What was it used for? When was it discovered? By whom?</p> <p><b>Take photos for books.</b></p> <p><b>Finish the session with: what is an archaeologist?</b></p> <p><a href="https://www.youtube.com/watch?v=FQtlqyv-IIA">https://www.youtube.com/watch?v=FQtlqyv-IIA</a></p> | <p><b>Name</b> the material the artefact is made from</p> <p><b>Describe</b> what the artefact looks like/what you see in the photograph</p> <p><b>Explain</b> what you think is being shown</p> <p><b>Create</b> some questions about the objects- thinking like Historians</p> | <p>artefacts and/or images of artefacts</p> <p><a href="https://www.onesquaremilecolchester.co.uk/">https://www.onesquaremilecolchester.co.uk/</a></p> <p>Or Loan Boxes</p> <p><b>The Colchester Archaeological Trust can come in and do a talk to the children:</b></p> <p>Colchester's Archaeological trust</p> <p>Roman Circus House</p> <p>Roman Circus Walk</p> <p>Colchester</p> <p>C02 7GZ</p> <p><a href="tel:+44(0)1206501785">+44(0)1206 501785</a></p> <p><a href="mailto:info@catuk.org">info@catuk.org</a></p> |

## Lesson plan: Session 2

| INTRODUCTION  | VOCABULARY   | ACTIVITIES  | LEARNING OUTCOMES   | RESOURCES   |
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| <p>Recap on learning from the previous lesson and recap what we found out about artefacts and the time period children think we are studying. Remind the children about archaeology, the importance of artefacts as evidence sources and what an archaeologist does.</p> <p><b>Tell the children:</b></p> <p>We are going to look at a time nearly 2000 years ago! Ask children what they think living in Colchester would have been like that far in the past. Look at a simple timeline to give children an idea of when this time period was.</p> <p><a href="https://www.youtube.com/watch?v=Di_L5ZWpZOY">https://www.youtube.com/watch?v=Di_L5ZWpZOY</a></p> <p>- Celtic tribes.</p> | <p>archaeology</p> <p>archaeologist</p> <p>Celtic</p> <p>tribe</p> <p>Iron Age</p> <p>roundhouse</p> <p>shield</p> <p>spear</p> <p>farming</p> <p>religion</p> <p>gods</p> | <p>WALT: Understand life in a Celtic tribe</p> <p><b>Information to explain (simply) to the children:</b></p> <p>Many Iron Age Celts believed in over four hundred gods and goddesses that they thought lived in the natural world around them, such as in rivers and woodland. People made offerings to the gods to make them happy and in the hope that they would be rewarded in return).</p> <p>In the Iron Age, cauldrons were most likely used for cooking.</p> <p>These finds are dated to the beginning of the Iron Age and show the crossover from the Bronze Age into the Iron Age.</p> <p>The first hillforts are thought to have been constructed from around 800 BC. These were defended settlements that made use of natural rises in the landscape for defensive advantage. Between 500 BC and 100 BC, many parts of Britain were dominated by hillforts and the settlements provided homes for hundreds of people. One of the biggest hillforts in Europe was discovered in Maiden Castle in Dorset.</p> <p><b>Archaeologists</b> have discovered that roundhouses were typical Iron Age homes. Some were very large and housed many people.</p> <p><a href="https://www.youtube.com/watch?v=nthEmXpT7ww">https://www.youtube.com/watch?v=nthEmXpT7ww</a></p> <p>Roundhouses didn't have chimneys; the smoke dispersed through the thatched roof.</p> <p>(Trip/visit to Colchester Castle- section for dressing up in a roundhouse would be beneficial).</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z8bkwmn#zrv72v4">https://www.bbc.co.uk/bitesize/articles/z8bkwmn#zrv72v4</a></p> <p><i>(selection of clips to share with the children about Iron Age)</i></p> <p>In the centre of the house, there would have been a fire that was used for cooking and as a source of heat and light. Some roundhouses may have contained ovens for baking bread.</p> | <p><b>Identify</b> the time period</p> <p><b>List</b> some of the things you would have found in Celtic tribal life</p> <p><b>Explain</b> the similarities and differences in resources and lifestyle</p> | <p>salt dough (or other material to create a roundhouse)</p> <p>Information to share with the children <i>(could copy and use in a Shared Reading format)</i></p> |

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|  |  | <p>The frame was constructed out of large timbers and the walls were made from wattle and daub. Wattle was interwoven sticks and daub was a mixture of animal dung, straw and clay.</p> <p><i>Britain was mostly made up of settled farming communities during the Iron Age. This meant that almost everyone lived on a farm. Land was used for growing crops, such as barley, rye and wheat.</i></p> <p><i>Animals were farmed for their meat and to also provide milk. Cows, sheep and pigs were most commonly kept. Wool was used to make blankets and clothing.</i></p> <p><i>The population of Britain steadily grew during the Iron Age so woodland had to be cleared so that more crops could be grown.</i></p> <p><b>Learning Activity:</b></p> <p><b>Children make salt-dough</b> (you can choose another way to make but the roundhouse structure and elements should be included) <b>models to represent Celtic life: roundhouses</b></p> <p><b>Take photos for books.</b></p> |  |  |
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## Lesson plan: Session 3

| INTRODUCTION   | VOCABULARY  | ACTIVITIES  | LEARNING OUTCOMES   | RESOURCES                                     |
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| <p><a href="https://www.youtube.com/watch?v=Di_L5ZWpZOY">https://www.youtube.com/watch?v=Di_L5ZWpZOY</a></p> <p>Recap what life in a Celtic tribe in Iron Age would have been like. Today we are going to focus on a particular Celtic tribe called Iceni – show the map (or use Google Earth) of where the tribe would have lived (Norfolk) compare the distance from Colchester.</p> <p><b>Explain to the children:</b></p> <p>The leader of the Iceni tribe was a king called Prastutagus and his wife was a Queen named Boudica – who has heard of them before? Take ideas from the children about how we know this even though it was nearly 2000 years ago and there were no TVs and cameras to record. We know all about life in the past through <b>archaeology</b> and finding evidence of way of life, through people's diaries and writing, art etc. Boudica is always <b>portrayed as a tall, strong woman with long flowing hair</b> but we have never actually seen an image of her from when she was alive – all artists have taken a famous description of her from a man Cassius Dio and even this was written 100 years after her death! <b>Children close their eyes and listen to the description</b>, (see resources) discuss the meaning of some of the vocabulary. Children go to tables and read the description again, they draw what they picture her to look like. Share the children's pictures and then different artists interpretations over the years and see how they differ due to inference and artist imagination. Explain the Romans had invaded Britain and wanted to rule over the tribes and instil their way of life. Finally, an agreement had been made and the Romans agreed Prastutagus could still</p> | <p>archaeology</p> <p>Celtic</p> <p>tribe</p> <p>Iceni</p> <p>Boudica</p> <p>Prastutagus</p> <p>evidence</p> <p>historic</p> <p>past</p> <p>present</p> | <p>WALT: Identify a significant Historical person</p> <p>Children draw Boudica from the description (input) Write around the picture similes and expanded noun phrases describing Boudica and then add characteristics that she would have had as a Queen of a Celtic tribe</p> | <p><b>Name</b> the Queen of the Iceni tribe</p> <p><b>List</b> the qualities she would have needed</p> <p><b>Compare</b> and contrast her life as Queen and the life of a modern day rule</p> | <p>Description of Boudica (see resources)</p> |

be King and they lived fairly peacefully together. **Q How do you think he and Boudica felt about this?**


**Explain that Boudicca ended up fighting against the Romans.**

Show the children this:

<https://www.youtube.com/watch?v=eC7ONgTJGKw>

**BBC Boudica and the Roman Invasion**

## Lesson plan: Session 4

| INTRODUCTION   | VOCABULARY   | ACTIVITIES  | LEARNING OUTCOMES   | RESOURCES   |
|--|--|---|---|---|
| <p><a href="https://www.onesquaremilecolchester.co.uk/period/romans">https://www.onesquaremilecolchester.co.uk/period/romans</a></p> <p>Show  on the images they created of Boudica and the artist imaged ones.</p> <p>What do we know about this woman? Recap the idea that there was an agreement between her husband and the Romans that he would remain the ruler of the Iceni tribe. Explain then that her husband died and he wanted Boudica to take over as ruler, but the Romans went against their agreement and tried to take the land! The Roman soldiers took the land, stole from the tribe, took people as slaves and hurt and humiliated Boudica and her daughters. How do you think this made her feel? If you feel angry what would you do? Explain that in AD60 Boudica decided to fight the Romans! She brought some of the surrounding tribes together, creating an army named the Britons and started a revolt.</p> <p><a href="https://www.youtube.com/watch?v=1OJSapgnjDA">https://www.youtube.com/watch?v=1OJSapgnjDA</a></p> <p>(Horrible Histories)</p> | <p>revolt</p> <p>rebellion</p> <p>Iceni</p> <p>tribes</p> <p>unite</p> <p>Britons</p> <p>Romans</p> <p>Colchester</p> <p>Camulodunum</p> | <p>WALT: Understand a significant person and event in history</p> <p>In groups, children to freeze frame parts of the revolt: <b>1) Romans ransacking Iceni tribe 2) Boudica calling the tribes together to join the rebellion 3) The Britons storming Colchester (chariots, shields, swords etc. not tanks) 4) Battling the Romans and burning the temple of Claudius reminding the children that this is where Colchester Castle stands now 5) Riding to the next town to continue to revolt</b></p> <p>Then complete the fact sheet</p> <p><b>Take photos for books.</b></p> | <p><b>Identify</b> what caused the Britons led by Boudica to revolt against the Romans</p> <p><b>Describe</b> some of the events</p> <p><b>Explain</b> why other tribes joined Boudica and followed her into battle</p> | <p>YouTube</p> <p>fact recording sheet</p> <p>Access to OSM website</p> |



## Lesson plan: Session 5

| INTRODUCTION   | VOCABULARY  | ACTIVITIES  | LEARNING OUTCOMES  | RESOURCES                |
|--|---|---|--|--------------------------|
| <p>Recap what we have learnt about Boudica .</p> <p><a href="https://www.youtube.com/watch?v=eC7ONgTJGKw">https://www.youtube.com/watch?v=eC7ONgTJGKw</a></p> <p><i>BBC Teach</i> Play the rest of the video and discuss what happened as a result of the rebellion. <i>(Teacher to watch the clip beforehand- it is age appropriate but could be scary for more sensitive children.)</i></p> <p>Pause on the part where she destroyed Colchester. Reminding the children that this was a popular Roman town. Explain that Boudica burnt down (intentionally) the Roman Temple (today's Colchester Castle) and that the remains are still beneath the Castle.</p> <p>Explain to the children that there was lots of destruction but it did also lead to the Romans being more respectful to the people living in Britain. After Boudica the Romans built a strong wall surrounding Colchester to protect them from any future attacks.</p> <p>Boudica is remembered as being a hero and a fearless leader who stood up for herself, her people and community and herself. Do we agree? Or did she go too far and actually she did more harm than good?</p> | <p>debate</p> <p>hero</p> <p>villain</p> <p>right</p> <p>wrong</p> <p>side</p> <p>revolt</p> <p>rebellion</p> <p>Iceni</p> <p>tribes</p> <p>unite</p> <p>Britons</p> <p>Romans</p> <p>Colchester</p> <p>Camulodunum</p> | <p><b>This could be part of a dress up day:</b></p> <p><b>Celts/Boudica</b></p> <p>WALT: Use Historical events and evidence to explain a point of view</p> <p>Class have a debate <b>Boudica – hero or villain?</b> LSA take one group of children and draw up an argument for one side CT take another group and draw up an argument for the opposing side. Carry out the debate. Vote at the end.</p> <p><b>Photos for books.</b></p> | <p><b>List</b> facts about Boudica and the revolt</p> <p><b>Describe</b> important historical events</p> <p><b>Explain</b> a point to support a side</p> | <p>Access to YouTube</p> |



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## One Square Mile: Heritage on our Doorstep

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