

Year: 4 (AP1)


Topic: Colchester Landmarks

Time Period: All

Learning outcomes:


- Know about at least 3 things that Romans did for our country
- Know about the lives of two famous Romans
- Know how Britain may have learnt from other countries and civilisations
- Research to find answers to specific historical questions about our locality
- Research what it was like in a given period
- Know how our locality today has been shaped by what happened in the past
- Know how historical items help us build a picture of the past
- Know about the impact that one historical period had on the world

Lesson plan: Session 1


INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Ask the children:</p> <p>What is a historical (evidence) source?</p> <p>Can they give examples? What is the difference between a primary and secondary source? Which would be more reliable and why?</p> <p>Are landmarks primary or secondary sources?</p> <p>Can the children list the landmarks they know in Colchester?</p> <p>Note down on board/flip chart paper to refer to later.</p> <p>On tables, have images of OSM landmarks.</p> <p>Can they go around with a partner and identify the landmarks?</p> <p>Come back together and look at the original list on the flip chart. Did they miss any? Do we need to add any?</p>	<p>sources</p> <p>primary</p> <p>secondary</p> <p>reliable</p> <p>bias</p>	<p>WALT: identify the landmarks within OSM radius of St. John's Green School (town site)</p> <p>How do we know the age of the buildings?</p> <p>How do we know about landmarks in Colchester that no longer exist? (e.g. Temple of Claudius and the Roman Circus)</p>  <p>(see resources for these cards)</p> <p>Give the children the names of the landmarks: <i>Jumbo Water Tower, Town Hall, Roman Church remains, Colchester Castle, Temple of Claudius, Dutch Quarter houses, Hollytrees, Balcerne Gate</i></p> <p>Task 1: write a sentence to explain what the building/landmark was/is used for</p> <p>Task 2: Put them into a chronological sequence on the table – of when they were built</p> <p>Plenary: hand out the cards- with the information and the dates for the children to check their work.</p> <p>Were they right?</p>	<p>Identify landmarks in OSM</p> <p>Describe the landmarks that they recognised</p> <p>Explain the uses (past or present) of the landmarks</p> <p>Predict the order in which they became part of Colchester's landscape(OSM)</p>	<p>Chronology cards</p>

		<p>Take photos for children's table top work, for books.</p> <p>Discuss as a class, what they predicted and the facts. <u>Plenary:</u> Make a list of 3 things that historians might be able to infer about Greek life from the scene on your pot. Think about what the people on the vases are doing and wearing as well as what else is in the background.</p> <p>The Ancient Greeks enjoyed theatre and their plays often included the gods and heroes. The Romans continued this tradition and took theatre with them wherever they went including to Colchester.</p>		
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Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
Looking at photographs (can use cards from last session) of landmarks in the OSM and together put, them in chronological order on a timeline from time of being built (washing line in class). This should be based on their recall from previous lesson.	landmark historical chronological purpose physical features map location	<p>WALT: identify landmarks on OSM and understand their location in relation to SJG by completing a local area walk.</p>  <p>Take the children on the Heritage Walk- identify key landmarks on the map and discuss features (physical). Take photos for next sessions.</p>	Understand the location of key landmarks in our OSM, in comparison to the school.	Cards to order Colchester walk map

Lesson plan: Session 3


INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Ask the children: Can we tell a story about a building from only looking at it? Show:</p>  <p>Ask the children to talk about what they see- have they seen this building in Colchester? Can they work out anything from the image, to explain when it might have been built, who by, for which purpose and what may have been around it, at the time of building. Ask the children to discuss- then share: <i>This is Peake's House, a timber-framed house in the Dutch Quarter. Originally three weavers' cottages, the earliest dating from the late 14th-century. The long mullioned windows were designed to give light to the weavers at their loom. It now a holiday home!</i></p>	<p>past primary source landmarks features history evidence</p>	<p>WALT: understand how buildings are evidence and can give us clues about the past.</p> <p>Explain to the children that Historic building preservation helps to remember a town or city's culture and interesting past. These old buildings are visual reminders of an area's cultural heritage and the people and industries that once played a key role in establishing the area and making it what it is today. This is the case with the Dutch Quarter (remind children of their work in Year 2, re the cloth trade and the Dutch Quarter).</p> <p>Have photos of other landmarks (from the walk for instance) and children can choose one at a time, stick into books, then they can write 3 sentences about what you / people could predict the about the building and its History, just by looking at its location, surrounding area and physical features, followed by some written facts (from learning so far, or from research on laptop/iPads).</p>	<p>Identify common features of historical buildings.</p> <p>Describe how the landmarks played a part in Colchester's history.</p> <p>Explain when and why buildings were built.</p> <p>Evaluate how Colchester's landmarks tell a story about Colchester's cultural heritage.</p>	<p>Photos of OSM landmarks from heritage walk.</p>

Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Re-cap on The Romans (NC Assessment: I know 3 things that the Romans did for our country. I know about the lives of at least two famous Romans.)</p> <p>https://www.gazette-news.co.uk/news/18566497.tales-emperor-claudius-visit-colchester---boudicas-revenge/</p> <p><i>(Share this news article with the children- it mentions Claudius and Colchester being the first recorded city- it also mentions Temple of Claudius. Explain that Boudicca intentionally burnt this to the ground in her rebellion against the Romans).</i></p> <p>So, who was Claudius and why did he build the temple (now where the Castle sits).</p>  <p>(Information to share with the children:)</p> <p>After the <u>Roman conquest of Britain</u> led in person by the Emperor <u>Claudius</u> in 43 CE, a legionary fortress was established at Camulodunon, the Iron</p>	<p>past</p> <p>primary source</p> <p>landmarks</p> <p>features</p> <p>history</p> <p>evidence</p> <p>Emperor Claudius</p> <p>first-recorded city</p> <p>43CE</p> <p>Camulodunon</p> <p>Colchester</p> <p>temple</p> <p>invasion</p>	<p>WALT: identify a famous Roman, who had an influence on Colchester. Identify the significance of Colchester Castle (where it stands) in the Roman legacy.</p> <p>Children use laptops and iPads to create fact files/posters about Temple of Claudius and Emperor Claudius.</p> <p>Model on the flip chart initially- remind children about subheadings, facts, vocabulary.</p> <p>Focus on:</p> <p>Who was Emperor Claudius?</p> <p>What did Claudius do for Colchester?</p> <p>Children to work in pairs and at the end of the session- present their findings to the class- CT to write down common facts for the working wall.</p>	<p>Identify who Emperor Claudius was and what Roman landmark stood where Colchester castle is today.</p> <p>Describe what role Claudius played in the invasion of Britain.</p> <p>Explain how the Roman Temple was used.</p> <p>Evaluate the impact Claudius had on Colchester.</p>	<p>Photos of OSM landmarks</p>

<p><u>Age</u> capital of the <u>Trinovantes</u> and <u>Catuvellauni</u> tribes.</p> <p>The <u>Temple of Claudius</u> was the largest temple building in Roman Britain, an indication of Colchester's status and the focus for the worship of the emperor and his successors. The inside of the temple was reserved for priests to worship the spirit of the emperor; everyone else would have gathered outside in a large enclosed space known as the precinct. It is likely the precinct would have housed a statue of Claudius and an altar, approached through a monumental arch.</p>				
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Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Have a map of Colchester -1880's (as close to 1898 as possible).</p>  <p>Source: Essex 1st EdRev 1862-96 XXVII.12 Revised 1896 Published 1897 Reproduced with the permission of the National Library of Scotland CC-BY</p> <p>Explain that this map is as close to representing Colchester and the OSM around St Johns Green when it opened, as possible.</p> <p>Show the children where SJG is on the map.</p> <p>Can they predict (have copies with a partner) where the landmarks we have studied might be? Start with Claudius's Temple (from last lesson).</p>	<p>landmarks</p> <p>historical</p> <p>location</p> <p>physical features</p> <p>chronology</p> <p>significant</p>	<p><u>WALT: locate OSM landmarks on both a historical and modern map of Colchester.</u></p> <p>Give the children (in pairs) a modern map of Colchester and ask the children to locate the landmarks and plot them correctly using the information they know.</p> <p>Check with teacher as a class, afterwards.</p> <p>Could use Google Earth (https://earth.google.com/web) to zoom in on the landmarks, and children can notice other physical features such as roads, parks, the River Colne etc.</p> <p>Can the children add dates to the landmarks (when they appeared on Colchester's' landscape)?</p> <p><i>This may require research on the Ipads or as a class, with the teacher on the calls computer.</i></p>	<p>Explain where different OSM landmarks are in relation to St. John's Green school, using a map to support.</p>	<p>Google Earth</p> <p>List of OSM landmarks</p> <p>1880's map (OSM archives)</p> <p>Modern map of Colchester</p>

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>See the resource sheet to give overview of Colchester and the landmarks through the 'ages'.</p> <p>Read together – Shared Reading. <i>Pause and discuss as you read as a class.</i></p> <p>Can the children identify key information which links to the (OSM) landmarks and their learning in this unit?</p> <p>Explain that if we want to create a chronology (timeline) of Colchester it would be easier to organise in this way:</p> <p>Roman Colchester</p> <p>Saxon Colchester</p> <p>16th Century Colchester</p> <p>17th Century Colchester</p> <p>18th Century Colchester</p> <p>19th Century Colchester</p> <p>20th Century Colchester</p> <p>21st Century Colchester</p> <p><i>How is a century defined? A century is a period of 100 consecutive years,</i></p>	<p>landmarks</p> <p>historical</p> <p>location</p> <p>physical features</p> <p>chronology</p> <p>significant</p> <p>time line</p> <p>centuries</p> <p>ages</p> <p>eras</p>	<p>WALT: create a timeline of Colchester historical landmarks</p> <p>In the Hall (or large space), have a huge timeline with the 'ages' as highlighted in the introduction- spread out on the floor. In pre-selected teams, the children get given the landmarks (images or words) that they have learnt about – plus some extras for challenge- and to encourage discussion/debate.</p> <p>The children have to work in teams to try and put the landmarks in the century or time period that they believe they are in.</p> <p>Give the children 5/10 mins to make their first choices.</p> <p>Then silence, the children can look at the decisions made and then reform with their 'team'. Are they happy with their choices?</p> <p>Take photos for History books as evidence.</p> <p>Class teacher then to reveal the actual time periods for each landmark, as a class- finalise the timeline and this can then be put into the classroom or even better- as a display for the whole school to see!</p>	<p>Create a timeline of the landmarks of Colchester</p>	<p>Images of landmarks in sets for the team activity</p> <p>time era/ages labels for the floor work</p>

<i>e.g., the period from 1600 to 1699. This time period can be referred to in one of</i>				
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