

Year: 4 (AP3)

Topic: Roman Invasion

Time Period: Romans

Learning Outcomes:

- 43 AD (place on timeline –revisit learning from Yr. 1, 2 and 3)
- When and how did the Romans invade Britain?
- Why did the Romans invade Britain?
- What happened? Destruction and improvements?
- What do we know about Roman communities, social structure? (link to Identity, Community and Diversity)
- How do we know about the Romans? Look at Primary and Secondary sources.
- Visit Roman remains in Colchester.

- Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Introduction</p> <p>Begin by asking the children to discuss in groups what they already know (or think they know!) about the Romans. Feedback as a class and make a class mind map of ideas as a starting point for the topic.</p> <p>https://www.youtube.com/watch?v=b9bcohqstGk</p> <p>(Watch this as a recap on prior learning.)</p> <p>Shared Reading (if appropriate) about Roman Colchester -read and discuss.</p> <p>Then ask children to discuss what they would like to find out during the course of the topic – Roman Invasion - reminding them that we are mostly going to be looking at what happened when the Romans came to Britain. Give children sticky notes to record their questions and keep them on display to be referred to throughout the topic. (Park it board)</p>	<p>founding</p> <p>empire</p> <p>Rome</p> <p>Roman</p> <p>Atlas</p> <p>Timeline</p> <p>Ad</p> <p>BC</p> <p>legend</p> <p>myth</p> <p>fact</p>	<p>WALT: explore the founding of a civilisation</p> <p>https://www.youtube.com/watch?v=EhCDQcwwjse (<i>watch this- we will watch again, later in the unit, but use to give the children an overview</i>)</p> <p>Hand out atlases and ask children to find the city of Rome, giving guidance as required. Alternatively, you could use Google Earth on the interactive whiteboard to find Rome.</p> <p>Explain that this is where the Roman Empire began. Historians believe that Rome was founded in 753 BC. If you have not covered AD and BC in other history topics, take the opportunity to discuss the meaning of these terms. Explain that the children are going to think about when 753 BC fits into the bigger picture of world history.</p> <p>Watch these videos and discuss.</p> <p>https://www.youtube.com/watch?v=b9bcohqstGk</p> <p>https://www.youtube.com/watch?v=r-uUn47M3d8</p> <p>Watch again and CT pauses and models writing notes on the flipchart. Children to make notes on their whiteboards too.</p> <p>After, record notes in their books.</p>	<p>Recall the date Rome was founded and identify that point on a timeline</p> <p>Sequence a timeline of historical events</p> <p>Create notes from an information video.</p>	<p>Atlases</p> <p>Google Earth</p> <p>Shared Reading text</p>

Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain that although the Roman Empire had its beginnings in the city of Rome, over time it expanded its rule to include many different countries. It spread from a city-state to a Republic (discuss what this means) spanning across most of modern-day Italy, and then to an empire reaching countries in Europe, Africa and Asia. Have a look at the interactive map at https://www.youtube.com/watch?v=GylVIyK6voU to see how the empire grew.</p> <p>Discuss the countries and places they may recognise as being added to the empire. May need to pause the video to discuss.</p>	<p>research</p> <p>founding</p> <p>empire</p> <p>Rome</p> <p>Roman</p> <p>Atlas</p> <p>Timeline</p> <p>AD</p> <p>BC</p> <p>legend</p> <p>myth</p> <p>fact</p>	<p>WALT: research</p> <p>Explain that one of the main reasons that the Roman Empire was able to expand so greatly was the power of its army. Ask pupils to research more information about what the Roman army was like by using a non-fiction text on a website.</p> <p>Visit https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8 and show children how to access the different sections of text on the right-hand side, before allowing pupils to access the website in smaller groups.</p> <p>Children work in pairs to find out about the Romans and how they expanded their empire. Record information in books to use in next lessons.</p>	<p>Identify why the Roman Empire was so powerful.</p> <p>List the reasons for it expanding so rapidly</p>	<p>iPads and lap tops for research</p>

Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>http://www.onesquaremilecolchester.co.uk/</p> <p>Use OSM website, Romans to remind children of prior learning and the links to Colchester.</p> <p>Explain that before the Roman invasion, many different tribes of people inhabited Britain during the Iron Age. <i>Can they remember anything about the Celts, Vikings or Anglo-Saxons?</i></p> <p>Meanwhile, the Roman Empire had been expanding across Europe and its territory included Gaul (the Roman name for France), which was governed by Julius Caesar.</p> <p>The Romans had heard about Britain, which they called Britannia, and Caesar began to think about invading. Ask the children to imagine they are a Roman planning the invasion of Britain.</p> <p>Can they suggest why they would want to conquer Britannia? Could they think of any obstacles?</p> <p>Watch this and discuss: https://www.youtube.com/watch?v=Dv9tldc6Kuk</p>	<p>invasion</p> <p>inhabit</p> <p>Celts</p> <p>Vikings</p> <p>Anglo-Saxons</p> <p>Europe</p> <p>Gaul</p> <p>Caesar</p> <p>Britannia</p> <p>invade</p>	<p>WALT: understand and discover why the Romans wanted to invade Britain</p> <p>Ask pupils to imagine that they are now Celts in Britain at the time of Claudius' invasion. They had heard about the impending invasion and within their tribes they had to decide whether or not to fight back against the attacking Romans. As a class, make a list of the arguments for and against fighting back against the Romans. These might include:</p> <p>For:</p> <p>They did not like the idea of the Romans taking their land.</p> <p>They did not want to live under Roman rule and pay taxes to the Romans.</p> <p>They did not know how they would be treated by the Romans</p>	<p>Name who the Romans had to fight when they arrived in Britain.</p> <p>List the reasons the Celts had for and against fight the Roman invasion</p> <p>Compare the motivation for both the Romans and the Celts, for going to battle.</p>	<p>YouTube</p> <p>http://www.onesquaremilecolchester.co.uk/</p> <p>https://www.youtube.com/watch?v=Dv9tldc6Kuk</p>

		<p>They needed to defend their families and their property</p> <p>Against:</p> <p>The Roman army, which vastly outnumbers their tribe, looks brutal and will probably kill them if they attempt to fight</p> <p>If they surrender, there is a chance that the Romans will protect them and life will continue as normal</p> <p>The Romans might bring useful things with them to Britain, like food from abroad and ideas about building roads and towns.</p> <p>Put the children into small groups and ask them to have a discussion as a Celtic tribe to decide whether or not they will fight against the Romans. Pupils should make notes of their arguments in order to prepare for a class debate – write into books.</p>		
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Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>https://www.youtube.com/watch?v=EhCDQcwwjsc</p> <p>Remind the children of last lesson- discussing being the Celts and deciding whether to fight against the invading Roman army.</p> <p>For:</p> <p>They did not like the idea of the Romans taking their land.</p> <p>They did not want to live under Roman rule and pay taxes to the Romans.</p> <p>They did not know how they would be treated by the Romans</p> <p>They needed to defend their families and their property</p> <p>Against</p> <p>The Roman army, which vastly outnumbers their tribe, looks brutal and will probably kill them if they attempt to fight</p> <p>If they surrender, there is a chance that the Romans will protect them and life will continue as normal</p> <p>The Romans might bring useful things with them to Britain, like food from abroad and ideas about building roads and towns.</p>	<p>invasion</p> <p>inhabit</p> <p>Celts</p> <p>Vikings</p> <p>Anglo-Saxons</p> <p>Europe</p> <p>Gaul</p> <p>Caesar</p> <p>Britannia</p> <p>invade</p>	<p>WALT: argue and justify your point of view.</p> <p>Hold a class debate to decide whether or not the Celtic tribes should fight back against the Romans. Encourage good debating skills including listening well and answering with a relevant counter argument.</p>	<p>List the reasons the Celts had for and against fight the Roman invasion</p>	<p>Notes from last lesson</p> <p>YouTube</p>

Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain that although the Romans built up numerous towns, many people in Roman Britain continued to live in settlements in the countryside. People also came to Britain from Europe in order to be soldiers or merchants. Aspects of British Iron Age culture remained, especially in the countryside areas, but the way people lived was also influenced by the culture of the Romans.</p> <p>Ask pupils to make a list of their own top 5 leisure activities and to rank them in order of preference. Then display the pastimes listed below on the board and ask each pair of pupils to rank them according to how fun they seem on their whiteboards.</p> <ul style="list-style-type: none"> • Playing board games or dice games • Hunting • Watching gladiator fights or chariot races • Going to the theatre • Going to the bathhouse <p>Check that the pupils understand that Roman baths were an important aspect of leisure in towns in Roman Britain, not just for people to clean themselves but to socialise too.</p> <p>Tell pupils that one of the most popular pastimes was to visit the public bathhouses. People would go there</p>	<p>roundhouse settlements leisure bathhouse Roman baths palaestra frigidarium caldarium tepidarium merchants Europe soldiers</p>	<p>WALT: explain what people did for leisure in Roman Britain (after their invasion!)</p> <p>Read this as a Shared Read:</p> <p>The Romans loved to keep clean and bathing was a sociable experience that the Roman people enjoyed sharing together. The Romans also built their baths in the countries they conquered and re-established under Roman rule. There are many fine examples of Roman bathhouses in Britain.</p> <p>Water was heated by furnaces (fires) which were maintained by slaves and the hypocaust system used hot air under the floor to distribute the heat to where it was needed.</p> <p>The baths were often elaborately decorated with statues and fine mosaics. There were mirrors on the walls, beautiful glass ceilings and smooth marble-lined pools.</p> <p>If water was not available from natural springs at the site, it had to be brought in using an aqueduct system which the Romans developed to transfer water from one place to another.</p> <p>A Roman bath was not just a bath! Roman baths were based on three main bathing experiences.</p>	<p>Name the top 5 leisure activities</p> <p>List leisure activities in order of enjoyment</p> <p>Design the room of a bathhouse, based on information given</p>	

to bathe, exercise, eat and drink, spend time with friends, and even to conduct business. Inside the bathhouse were both hot and cold rooms with water or steam as well as rooms for being massaged or for exercising. Watch the video clip from <http://www.bbc.co.uk/programmes/p01151qk> to find out about the Roman bathhouse in the city of Bath.

During excavation work by the Colchester Archaeological Trust (CAT), several important archaeological discoveries were made beneath the 15th Century building - the major one being the remains of a significant Roman bath house

<http://www.onesquaremilecolchester.co.uk/>

(see on website)

**NEWS ARTICLE TO SHARE WITH THE CHILDREN
(Could visit the location as part of OSM)**

A range of Roman artefacts were discovered by experts during the regeneration of the former Jacks hardware store in the Essex town, which has recently been developed into Three Wise Monkeys bar the new home for Other Monkey Brewing. During excavation work by the Colchester Archaeological Trust (CAT), several important archaeological discoveries were made beneath the 15th Century building - the major one being the remains of a significant Roman bath house. Hollow ceramic flues were found that would have been used to line the walls and floors of the 'hot room', the 'warm room' and sauna-like room - all essential components of substantial Roman baths - so that hot air could

First, the bathers would relax in a warm room called the tepidarium. After that, they would enter the caldarium, which was a hot room designed to make them sweat out dirt. The final frigidarium bath was cold and big enough to swim in.

There was a gymnasium where people could exercise and get fit.

Masseurs were employed to give massages and help soothe aching muscles. They would also rub oil into the skin.

Vendors sold food and drink at many stalls.

<https://www.youtube.com/watch?v=oynlWCmqo0>

Show some images of Roman baths (Google) and the children design their own Roman baths- into books with labels.

circulate and heat the spaces. Several other artefacts were also discovered, confirming to archeologists that the buried building was used as a bath house in Roman times adding to previous discoveries of a 120-meter-long arcade, a fortress and an amphitheatre in Colchester. Deputy Leader of Colchester Borough Council, Julie Young, said: "This is a hugely important discovery for Colchester, as another piece of the fascinating jigsaw puzzle that is our wonderful Roman history falls into place with the significant discovery of this ancient bath house." Philip Crummy of the Colchester Archaeological Trust, added: "Major Roman towns across the Roman Empire shared the same suite of public buildings and services." "We already knew that Roman Colchester had a theatre (two in fact), many temples, a forum, a circus, town walls, a pressurised water supply, and a robust public drainage system. To this impressive list, we can now add a major public bath house." Due to the cramped nature of the excavations, underneath the Jacks Building, the public will not be able to see the artefacts in situ.

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain that although the Romans built up towns in Britain, the majority of people still lived in the countryside.</p> <p>Many people continued to live in Celtic-style roundhouses (remind them of these houses, they should have looked at them in Year 3). http://www.primaryhomeworkhelp.co.uk/celts/index.html</p> <p>Richer people lived in larger houses called villas. Visit http://www.primaryhomeworkhelp.co.uk/houses/roman.htm Focus on Features Roundhouse, Villa, and Townhouses.</p> <p>Explain that pupils will design their own Roman mosaic fitting for the floor of a rich person's villa.</p> <p>TAKE THE CHILDREN TO SEE THE ROMAN MOSAIC IN FIRSTSITE, COLCHESTER.</p> <p>Search 'Roman mosaics' on Google for inspiration. Discuss the patterns they use, the fact that they use straight, not curved, lines and the repetition in the pattern. Originally mosaics were made with pieces of pottery broken into pieces</p> <p>Give pupils large squared paper (at least 1cm squares) to plan their design, reminding the pupils to use the straight grid lines (rather than free-hand curved lines) to form the outlines of their shapes. They could then plan their colours by using coloured pencils to place a dot in each square. Finally, the children can be given coloured paper to cut up into squares to collage onto their mosaic, or they can colour with pencils.</p>	<p>villas</p> <p>roundhouses</p> <p>mosaic</p> <p>underfloor heating</p> <p>verandah</p> <p>hypocaust</p> <p>design</p> <p>mosaic</p> <p>pattern</p> <p>repetition</p> <p>straight</p> <p>curved</p> <p>pottery</p>	<p>WALT: create our own mosaics to help us imagine how they may have looked in Romans houses</p> <p>Give pupils large, squared paper (at least 1cm squares) to plan their design, reminding the pupils to use the straight grid lines (rather than free-hand curved lines) to form the outlines of their shapes. They could then plan their colours by using coloured pencils to place a dot in each square.</p> <p>Finally, the children can be given coloured paper to cut up into squares to collage onto their mosaic, or they can colour with pencils.</p>	<p>Name some of the benefits of the Romans invading Britain</p> <p>List features of Romans villas</p> <p>Design and create a mosaic</p>	<p>Access to internet</p> <p>Trip to First Site</p> <p>Coloured square paper to create mosaic design</p>



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One Square Mile: Heritage on our Doorstep

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