

Year: 6 (AP3)

Topic: Roman Empire (Legacy)

Time Period: Roman


Learning outcomes:

- Order significant events, movements and dates on a timeline.
- Place a specific event on a timeline by decade
- Identify and compare changes within and across different periods
- Place features of historical events and people from past societies and periods in a chronological framework
- Chronologically summarise the main events from a specific historical period
- Recognise and describe change and continuity across periods of history
- To understand how Empire has contributed to and been affected by historical events
- Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history. Give reasons why there may be different accounts of history.
- Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each.
- Use a range of evidence from different sources to describe a key event from Britain's past.
- Research two versions of an event and see how they differ.

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Input Questioning: Write their responses via a flip chart</p> <p>Who were the Romans?</p> <p>What do we already know about them?</p> <p>Show the children the website and remind them of prior learning, as well as the significance of the local area and One Square Mile.</p> <p>https://www.onesquaremilecolchester.co.uk/period/romans</p> <p>At the end of the lesson, see what we can add on our flipchart in a different colour based on what we have learned.</p>	<p>Fact find</p> <p>Sources</p> <p>Romans</p> <p>Roman Empire</p> <p>Invasion</p> <p>Success</p> <p>Power</p> <p>Decline</p> <p>War/battle</p> <p>Ruler</p> <p>Gladiator</p>	<p>WALT: Investigate information and record facts</p> <p>https://www.youtube.com/watch?v=SajyHgJTy3E Watch this. Children to write notes down in bullet point form of anything they find interesting.</p> <p>https://www.youtube.com/watch?v=GyIViyK6voU</p> <p>or</p> <p>https://www.youtube.com/watch?v=NeNpEQ0hfMg</p> <p>Watch and pause to show the way the Romans invaded lands and became a widespread Empire. <i>Look on modern map of the world to ensure the children can see which countries were invaded and when.</i></p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/article/s/z2sm6sg#zxcgr2p</p> <p>Look at the website together and model making notes of (list) important information. Children then work in pairs to record information themselves from the website and/or printed sheets from the website.</p> <p>Plenary: children share one remarkable Roman fact each- teacher to scribe and display on working wall.</p>	<p>Recall which countries where part of the Roman Empire.</p> <p>List information</p> <p>Justify and explain which information is vital</p>	<p>Flip chart</p> <p>YouTube</p> <p>https://www.onesquaremilecolchester.co.uk/period/romans</p>

Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Input Questioning: Can they add any more onto the flip chart from what they learned at the end of session 1? Discuss more about what they know about properties and family life. Could they suggest any roman gods or goddesses that they know?</p> <p>Roman Gods and Goddesses</p> <p>Play song:</p>  <p>https://www.youtube.com/watch?v=mL58pW48bvE</p> <p>Children record the God/Goddesses names and jobs</p> <p>Use the following video if needed</p> <p>https://www.youtube.com/watch?v=TAywWAAforw</p>	<p>Roman</p> <p>Romans</p> <p>Gods</p> <p>Goddesses</p> <p>Powers</p> <p>Influences</p> <p>Responsibilities</p> <p>Polytheism</p> <p>Deity</p>	<p><u>WALT: Create a design in the style of Roman culture</u></p> <p>https://rhakotis.com/2021/10/20/roman-colchester/</p> <p>(Interesting information based on Colchester findings)</p> <p>Children draw their page into 4 parts. In each they write the name of a God/Goddess and then a description of them and their 'role'.</p> <p>We want the children to aim to describe the power their deity has, the responsibility they look after to the world, are they going to be related to anyone or are they at war with another deity? Describe their outfit and what it could be made out of.</p>	<p>Understand the importance of Gods and Goddesses in Ancient Rome</p>	<p>YouTube</p>

Lesson plan: Session 3

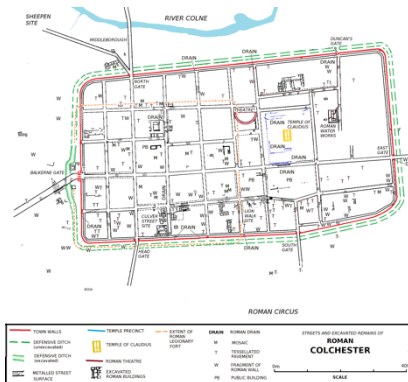
INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Input Questioning: Can they add any more onto the flip chart from what they learned at the end of session 1 or 2?</p> <p>As a class, read the information.</p> <p>https://www.romecitytour.it/blog/what-did-the-romans-invent/</p> <p>https://www.history.com/news/10-innovations-that-built-ancient-rome</p> <p>Create a Diamond 9 (can draw this onto paper and photocopy or onto white boards) as a table group to show what they agree is the most/least important inventions the Romans created. Give them this list to organise: Roman Law, villas/houses, Aqueducts, Roads, Concrete, Julian Calendar, Surgery, Plumbing, Roman Numerals</p> <p>Of course, you could debate with your class if they wanted to include another legacy or invention instead...</p>	<p>Sources</p> <p>Romans</p> <p>Roman Empire</p> <p>Pantheon</p> <p>Wooden huts</p> <p>Insulae</p> <p>Domus</p> <p>Villa</p> <p>Marble</p> <p>Pillars</p> <p>Hypocaust</p> <p>Storey/ Building</p>	<p>WALT: Research Roman houses</p> <p>Talk through the basics of housing/building and general infrastructure. You may also want to mention the very famous building which was a temple to all the Roman gods (The Pantheon) as the typical example of Roman architecture, here is a link for more information: https://kids.kiddle.co/Pantheon,_Rome</p> <p>Ancient Rome Housing – an overview https://www.youtube.com/watch?v=VwnhUZzFHHc</p> <p>Homes of the Rich https://www.youtube.com/watch?v=mCDtk7tWY7w</p> <p>Spread information on all 4 house types (roundhouse, villa, insulae, domus) on different tables.</p> <p>Children to read and make notes on all 4 properties, into their books.</p> <p>Challenge: Can they write as though they are trying to sell their favourite type of Roman property, and convince someone to want to live in it?</p>	<p>Link Roman inventions to my own life. (Diamond Nine)</p> <p>List notes independently about different types of houses</p> <p>Justify and highlight my vocabulary which shows I can writing persuasively</p>	<p>Diamond 9 template for groups</p> <p>Information about different Roman houses: roundhouse, villa, insulae and domus</p>

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LESSON PLAN: SESSION 4 and 5 (2 lessons to allow for a walk around Colchester to locate entrances/exits of Roman roads and the gates)

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Recap with the children, the importance of Colchester and Colchester's Roman Legacy. Can we add anymore to our working wall/flip chart?</p> <ul style="list-style-type: none"> • First recorded town in Britain (and Britain's first city) • Site of Camulodunum where Claudius rode up on his elephants during the Roman invasion of AD43 and accepted the surrender of various British "Kings" • Was the seat of Cunobelinus who was described by Suetonius as "King of the Britons" • Has the oldest and one of the longest Roman Walls in Britain (built around 70AD) • Has the only known Roman Circus in Britain • Is the first known Roman town to have been built over a legionary fortress • Was the initial target for Boudicca and her rebel army during the Iceni revolt of 60/61 AD 	<p>Sources</p> <p>Romans</p> <p>Roman Empire</p> <p>Legacy</p> <p>Roads</p> <p>Navigate</p> <p>Engineered</p> <p>Patrolled</p>	<p>WALT understand the importance of Roman roads</p> <p>Explain that the Romans are 'famous' for their roads. What do the children already know about Roman roads?</p> <p>Share:</p> <ul style="list-style-type: none"> ➤ They were the key to Rome's military success ➤ They were incredibly efficient ➤ They were expertly engineered ➤ They were easy to navigate ➤ They were well-protected and patrolled <p>Watch:</p> <p>https://www.youtube.com/watch?v=oDIYw4eJJyI&t=28s</p> <p>https://www.youtube.com/watch?v=2l4PLRUqAig</p> <p>Do you think there are any Roman roads near our school? What makes you think that?</p> <p>https://www.gazette-news.co.uk/news/19616360.calls-colchester-roman-road-turned-attraction/</p> <p>Roman Road discovered here. Could walk the children there.</p> <p>https://www.youtube.com/watch?v=V-M75_v2BFQ</p> <p>(do not play all of this but at 19.30 there is a part where the narrator discusses the Roman Roads in and out of Colchester, using Google Earth)</p>	<p>Identify another Roman legacy</p> <p>Describe how Roman Roads were important</p> <p>Explain how Roman roads were built</p> <p>Evaluate Roman roads against other Roman inventions - how significant were they?</p>	

The children can locate these within OSM radius and walk there if possible- using a map to notice where the roads come in and out, linked to the gates and Roman Wall.



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Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>WALT: create a PowerPoint (see TASK in resources) to justify what you consider to be the 'Top 5' of the Roman legacy</p> <p>Tell the children:</p> <p>In pairs, you will create a PowerPoint presentation or poster with what you consider to be the top 5 examples (most important) of what the Romans left behind. You may even think of some more that are not included on this list.</p> <p>In resources there is a recap of leaning/today's task.</p>				



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