

ROMANS IN BRITAIN SCHEME OF WORK

6 weeks of free lesson planning and resources to support
an in-school Roman workshop from Mr B at www.romanschoolworkshop.co.uk

Dear Teacher,

Thank you for downloading this free scheme of work for the Romans topic, which I hope you will find very useful. This can be used with or without booking my workshop and has been written specifically to match the new 2014 National Curriculum for History, with accompanying free resources in PDF form.

If you do decide to book the workshop, which of course I highly recommend, it takes pupils on an exciting journey through almost 400 years of Roman occupation with the following activities:

INTERACTIVE TIMELINE:

A perfect introduction to the workshop, I take pupils through the key events such as Claudius' invasion and Boudicca's revolt with acting opportunities, funny stories and props.

A ROMAN SOLDIER'S LIFE:

We take apart the Roman soldier's Furca marching pack to examine its contents, before trying on the very heavy Lorica Segmentata armour for a unique photo opportunity.

SPEAR THROWING:

After learning about the construction of the essential Roman 'Pilum' spear, pupils take turns to throw training spears at targets in a copy of the actual Roman training regimes.

So I hope you find that all interesting and that I get to meet you in school in the future. However, whether you book a workshop or not, I hope you find the planning beneficial and I wish you the very best of luck with teaching the topic.

If you have any questions, feedback on the resource, or if you would like to make a booking, please contact me now at balestraworkshops@gmail.com, by calling me on 0777 604 6025, or by visiting my website www.romanschoolworkshop.co.uk.

Regards,
Darren Birchall,
BA(Hons) PGCE



ROMANS IN BRITAIN: LESSON 1: The birth of Ancient Rome

ROMAN SCHOOL WORKSHOP PLANNING

2014 NATIONAL CURRICULUM FOR HISTORY: ROMAN BRITAIN REFERENCE

- Provides a background context to the Roman empire before the invasion of Britain
- Can serve as a starter for further lessons on Roman empire / Roman life

PUPILS WILL LEARN ..

- About the story of Romulus and Remus
- The characteristics of a legend as a non-fact based historical story
- The difference between a legend and fact-based research

LESSON NOTES

Given the previous curriculum's wider topic of Ancient Rome in general rather than just Roman Britain and the many resources that you probably already have in school relating to the Romans, this could easily be extended into several lessons on life in Ancient Rome before the invasion

LESSON PLAN / SUGGESTED ACTIVITIES

Introduction: *Where is Rome? / What do we know already?*

Ask pupils in groups to discuss what they already know about the Romans and also what they would like to find out. Record their thoughts for feedback to the class.

Look at the location of Rome on Google Earth and discuss how it is easily placed for conquest – can pupils work out which countries were conquered just by looking at the location? Use the interactive map on <http://resourcesforhistory.com/map.htm> to confirm if they were right.

(**NOTE:** you could branch off here and use this as a pure research lesson for pupils to gather facts on Ancient Rome as there is so much information on the net and in books already. If you do this, you could use the following comprehension task as homework.)

Main activity: *Romulus and Remus*

Watch the short cartoon story of Romulus and Remus on youtube at <https://www.youtube.com/watch?v=wA1D9wd29jl>

Show the story of Romulus and Remus on the IWB or from pdf copies and read it either as a class or in groups (**NOTE:** works well as a guided read). Answer the questions individually or in groups and feedback.

Plenary:

Ask pupils to write brief summary of what they have learned and read it out to class then complete the Romulus and Remus wordsearch.pdf

POSSIBLE RESOURCES

Ipad note programmes /
A3 paper / marker pens /
post it notes

Google earth / map from
resourcesforhistory
website

Youtube cartoon
Romulus and remus.pdf

Lesson 1: Romulus and
Remus wordsearch.pdf

Possible extensions and other activities:

The history of Ancient Rome and Roman life in general is a whole, massive topic in itself as shown in the pre-2014 Curriculum. As such there are many lesson ideas online at sites such as the BBC and the TES if you wanted to extend this part of the topic.

ROMANS IN BRITAIN: LESSON 2: Roman Britain timeline

ROMAN SCHOOL WORKSHOP PLANNING

2014 NATIONAL CURRICULUM FOR HISTORY: ROMAN BRITAIN REFERENCE

- All events in the 'suggested content' of the 2014 NC

PUPILS WILL LEARN ..

- About the terms BC, AD and BCE (assuming they don't already know)
- About key events of Roman Britain

LESSON NOTES

This is basically a research lesson about each of the events on the timeline so you may have your own methods to conduct this. It is an important lesson that matches the chronological focus of the 2014 History curriculum and is even better when used in conjunction with one of our school workshops.

LESSON PLAN / SUGGESTED ACTIVITIES

Introduction: BC/AD (and BCE) recap

Discuss the meaning of the terms AD and BC (**NOTE:** if you have time or handy ipads pupils can look up the definitions for themselves) – also include the term BCE (before common era) which is used as a non-religious version of BC (though both are based on the same Gregorian calendar and refer to the same start date).

Activity 1: Timeline

Split pupils into 4 or 5 groups and give each group a copy of the Roman Britain.pdf timeline as used in our workshop. Can they ..

- Arrange the dates?
- Match the pictures to the dates?

Feedback the rearrangement of the timeline as a class

RESOURCES

Lesson 2 Roman Britain timeline pdf

NOTE: BOOK OUR IN-SCHOOL ROMAN WORKSHOP FOR THIS WEEK TO BRING THE TIMELINE TO LIFE!

Our Roman workshop starts with an interactive version of the timeline with acting, dressing up opportunities, fun stories and much more!



Book now at www.romanschoolworkshop.co.uk

**ROMANS IN BRITAIN:
LESSON 2: Roman Britain timeline
Ctd..**

Activity 2: research

Split the class into pairs and ask them to research one of the dates from the timeline using the guide sheet 'lesson 2 timeline research sheet' (recommended as it aids with a structured approach to research)

Plenary:

Come back together for feedback as a class about each event and display the timeline for the rest of the topic

Possible extensions and other activities:

ADDITIONAL EVENTS:

Pupils could easily add extra events to the timeline as there is a lot of information on the net about Roman Britain

DRAMA

Pupils could dramatise each event from the facts they have found and do freeze frames (e.g. Caesar having spears thrown at his boats)

lpad / internet / books for research purposes

Lesson 2 Roman Britain timeline pdf

lesson 2 timeline research sheet pdf

ROMANS IN BRITAIN: LESSON 3: Invasion!

ROMAN SCHOOL WORKSHOP PLANNING

2014 NATIONAL CURRICULUM FOR HISTORY: ROMAN BRITAIN REFERENCE

- SPECIFIC (SUGGESTED) ELEMENTS from NC2014:
 - Julius Caesar's attempted invasion in 55-54 BC / the Roman Empire by AD 42 and the power of its army
- Also extends to cover the tribes of Britain at the start of the invasion

PUPILS WILL LEARN ..

- About the different tribes that populated Britain before the invasion
- About Julius Caesar's failed invasion of 52-53BC
- About Claudius' successful invasion of 43AD

LESSON NOTES

This could easily be extended into two lessons as there are two activities.

LESSON PLAN / SUGGESTED ACTIVITIES

POSSIBLE RESOURCES

Introduction: *Britain at the time of the invasion*

Display the coloured map on the whiteboard from the British tribes map.pdf and discuss the lack of one ruler and how each tribe had their own King or tribal chief

British tribes map pdf

Warm up activity: *Tribes jigsaw*

(OPTIONAL JIGSAW ACTIVITY AS FOLLOWS) Blow up the black and white version of the british tribes pdf. Ask pupils to carefully cut it up to make a jigsaw then put it back together again.

Move on to answering the following questions as a group:

- 1) Which single tribe controlled the largest area of the country? (**Brigantes**)
- 2) Which tribe was the closest to the later site of Hadrian's wall? (**Carveti**)
- 3) Which two tribes bordered the river Thames where it entered the sea? (**Trinovantes, Canti**)
- 4) Which tribe held the smallest area of the country? (**Deceangli**)
- 5) It is thought by some historians that King Verica of the Atrabates went to ask Rome for help to fight the neighbouring tribes, which led to Claudius' invasion in 43AD. Look at the location of his territory and answer why you think he might have wanted help? (i.e. he was surrounded on all sides).

Follow up by asking pupils to ask their own questions for other groups.

Main activity: *sequencing the invasion*

Read through the 'sequence of invasion events.pdf' as a class and discuss the events as an intro to one of the following suggested activities:

- **Drama task:** split pupils into groups and assign an event or two to each group to act out. Let them act it out, ending with a 'freeze frame' that sums up the event
- **Writing task:** Ask pupils to plan and write a diary entry from the perspective of one of the men involved (a British tribe leader is a good choice for this)

sequence of invasion events.pdf

Plenary:

Perform dramas or read out writing

Possible extensions and other activities:

Pupils can conduct more research on the invasion events.

ROMANS IN BRITAIN: LESSON 4: Boudica's revolt

ROMAN SCHOOL WORKSHOP PLANNING

2014 NATIONAL CURRICULUM FOR HISTORY: ROMAN BRITAIN REFERENCE

- Roman rule in general
- British resistance, for example, Boudica

PUPILS WILL LEARN ..

- Who Boudica was
- About the key events in the Boudican revolt of 60-61AD

LESSON NOTES

The hero work you could do on Boudica is of course expansive, linking to myths and legends and much more about how warriors are depicted throughout history. For your further information, the two sources for Boudica descriptions are Tacitus and Cassius Dio.

LESSON PLAN / SUGGESTED ACTIVITIES

Introduction: *Who was Boudica?*

(recommended) Watch the horrible histories video of the Boudica song (available on youtube) as a starter.

Use the British tribes map pdf to find the Iceni tribe, hand out copies of Boudica photo pack.pdf and tell pupils about Boudica with the following key points:

- How she was a warrior queen of the Iceni tribe in 60-61AD
- Her husband was Prasutagus
- How when her husband died he gave half of his wealth and land to the Romans and half to his daughters
- How she resented this and hated Roman rule in general
- How she raised an army, eventually totalling 230,000 soldiers and attacked the Romans
- How she burned three cities to the ground, Camulodunum (Colchester) Verulaneum (St Albans) and Londinium (London), killing 70,000 Romans and Roman sympathisers
- How she was finally defeated at the battle of Watling street by the Roman governer Gaius Suetonius Paulinus
- How she is believed to have taken poison to kill herself

Main activity: *design a Boudica hero*

Discuss using the 'boudica hero maker.pdf' how the only physical description of Boudica comes from the Roman historian Cassius Dio, who wrote about her 150 years after she had died. Discuss the language he uses and how he has tried to make her sound heroic and fearsome (e.g. 'fierce glint' and 'terifying'). Then ask pupils to design their own hero using the template.

Plenary:

Share pictures of your hero with the rest of the class

Homework or additional resource:

Boudica wordsearch pdf

Possible extensions and other activities:

- **Art:** ask pupils to draw a cartoon strip of the above events.
- **Writing:** pretend you are a reporter following the train of destruction from Boudica's revolt. Plan and write an article about it.

POSSIBLE RESOURCES

British tribes map pdf

Boudica hero maker.pdf

Boudica wordsearch pdf

ROMANS IN BRITAIN: LESSON 5: Hadrian's wall

ROMAN SCHOOL WORKSHOP PLANNING

2014 NATIONAL CURRICULUM FOR HISTORY: ROMAN BRITAIN REFERENCE

- Hadrian's Wall
- 'Romanisation' of Britain in general

PUPILS WILL LEARN ..

- Why the Romans built Hadrian's wall
- It's location and dimension
- How it was built

LESSON NOTES

The introduction suggests that you introduce the wall as a series of facts but it works much better if you have the time and resources to set it as a research task for the pupils – you could use an adapted version of lesson 2's 'timeline research sheet.pdf' for this

LESSON PLAN / SUGGESTED ACTIVITIES

Introduction: *Where and what is Hadrian's wall?*

Discuss the location and construction of Hadrian's wall along with the following facts and with the aid of the 'Hadrian's wall photopack.pdf':

- Construction ordered by Emperor Hadrian to defend southern Britain against the Northern tribes (NOTE: including the biggest, the Caledonians, but not Scottish at this point)
- Built in 122AD
- It took six years to build
- Is 73 miles long (or 80 Roman miles)
- Was made mostly of stone, but sometimes of wood and earth
- It had 'milecastles' (literally a small turret/castle positioned at every Roman mile)
- 8,000 troops were stationed on it
- It was manned by Auxiliaries (troops from conquered lands), not Roman Legionaries
- It was supplemented in 142AD by another, earth built wall 99 miles north, called the Antonine wall (after Antoninus Pius, the emperor who ordered its construction)
- It was abandoned towards the end of the Roman occupation

Main activity: *a letter from Hadrian's wall*

Tell pupils they are going to write a letter either from a Roman Legionary stationed near the wall, or an auxiliary soldier stationed actually on the wall. Use the 'roman soldier letter planner.pdf' and also the 'roman soldier word list' to aid the writing.

Plenary:

Read out the letters to the rest of the class.

Possible extensions and other activities:

- Pupils can conduct more research on the life of a Roman or auxiliary soldier for the letter task
- Research the differences between an auxiliary soldier and a legionary

POSSIBLE RESOURCES

lesson 2's timeline research sheet

roman soldier word list.pdf
roman soldier letter planner.pdf

ROMANS IN BRITAIN: LESSON 6: The Roman legacy

<p>2014 NATIONAL CURRICULUM FOR HISTORY: ROMAN BRITAIN REFERENCE</p> <ul style="list-style-type: none"> Everything stated in the Roman Britain section, dependent on the extent of each pupil's own project work 	
<p>PUPILS WILL LEARN ..</p> <ul style="list-style-type: none"> About all aspects of Roman Britain as per their own project work 	
<p>LESSON NOTES</p> <p>This final lesson gives pupils an opportunity to research a specific aspect of Roman Britain and time should be given (i.e. another one or two lessons) for them to work on this, unless it is being given as a half term project</p>	
LESSON PLAN / SUGGESTED ACTIVITIES	POSSIBLE RESOURCES
<p>Introduction: <i>Project introduction / What do you want to research?</i></p> <p>Explain to pupils that they will be doing either individual or joint projects on one aspect of Roman Britain. Here are some suggested topic areas:</p> <ul style="list-style-type: none"> Roman construction methods (e.g. roads, forts, Hadrian's wall) Hadrian's wall A roman army soldier, kit and equipment Roman food Roman Latin language and place names British tribes The Roman empire outside of Britain Roman emperors Boudica Any other area of Roman Britain they can think of <p>When the topic has been decided, allow pupils time to do initial research (making notes from books and the internet instead of printing off web pages).</p> <p>Main activity: <i>project work</i></p> <p>Discuss what kind of media the pupils can include in their project e.g. pictures, writing, a drama, artwork, then allow time each week for pupils to work on it.</p> <p>Plenary:</p> <p>Presentation of projects in one of the following suggested ways:</p> <ul style="list-style-type: none"> To classmates at front of class In the form of a large project book for the whole class As a school assembly 	<p>Internet, books, previous pdf sheets from this planning scheme</p>
<p>Possible extensions and other activities:</p> <p>The wide open nature of the task means there are many opportunities for follow on activities and extension work</p>	