

Chronology	Events, People and Changes	Communication
<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand <i>some</i> of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 		<ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

Romans Introduction

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> Class novel-Up Pompeii
Mathematics links	<ul style="list-style-type: none"> Chronology of time/Roman Numerals
Computing links	<ul style="list-style-type: none"> Research tool/creating work using the computer/manipulating word, power point to produce work created in groups.
Other links	<ul style="list-style-type: none"> Art and DT activities linked to the topic planned separately
Possible Experiences including visits/visitors/other:	
<p>Consider what could augment your planning to really enthuse the children in your class:</p> <ul style="list-style-type: none"> Group names for English and Maths to be Roman related Books to enhance understanding and enquiry on display area topic section Displays to support vocabulary and support visual learners 	
Display/Resources:	
<p>Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:</p> <ul style="list-style-type: none"> Displays to support vocabulary and support visual learners Topic board 	

- ❖ Children listen to the story of Romulus and Remus and discuss the accuracy of the story. They then investigate how Rome began using its strong trade links and armies to take over and rule surrounding tribes and villages eventually leading to a powerful empire.
- ❖ Children will begin by comparing a monarchy and a republic and discussing the differences between the two for different types of people. They will investigate the different levels of society and learn about different Roman emperors and how they changed the lives of the people they ruled over.
- ❖ Children will discover what daily life was like for Roman people including their buildings and facilities. They have the opportunity to look at photographs of different buildings the Romans left behind and discuss the different materials they were made from. Children are challenged to research different aspects of daily Roman life.
- ❖ Children look in more detail at the Roman entertainment of chariot racing and gladiator fights. They will discover the different buildings these events happened in and who the gladiators were. Children are challenged to think about the sights, sounds and smells of an amphitheatre and describe them.
- ❖ Children will learn about the many Roman gods and what they were each worshipped for. The children have the opportunity to discuss the similarities between Roman and Greek gods and learn about how some are the same or similar with different names.

Invaders and Settlers

- ❖ Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline.
- ❖ Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like.
- ❖ Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions. They will be given some brief information about who the Celts were before carrying out their own research to find out more about everyday life for the Celts.
- ❖ Children will be introduced to Boudicca and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudicca from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view.
- ❖ Children will learn more about Boudicca's revolt, exploring why it was initially so successful, but then ultimately failed. Children will discuss and explain their views and opinions of Boudicca.
- ❖ Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.

Begin with WIK grid and children to create own front covers for topics.

Each session covers two lessons. Lessons 1-5 summer 1

Lessons 6-11 summer 2

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations			Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	To explore the legend of how Rome was founded and investigate how it grew into the Roman empire.	<ul style="list-style-type: none"> • What do you already know about the city of ancient Rome? Children to think, pair, share their ideas then list on the slides. • Go through the story of Romulus and Remus on the slides. Do you think this is a true story? Which parts of the story do you think could be true and why? • How did Rome grow from a city to an empire? Explain that groups of surrounding settlements soon came under control of the Romans for various reasons, e.g. war, trade, protection, etc., and the city quickly grew. Soon, the Roman empire covered most of Europe as well as parts of Africa and Asia. <p>Show children the map of the Roman Empire at its peak c.117AD.</p> <ul style="list-style-type: none"> • Which of these facts about the Roman Empire do you think are true and which do you think are false? <p>Go through the facts on the slides.</p>			<p>Plenary: What does the fact that the Roman Empire spread so rapidly tell you about the people and government of Rome? What qualities would they have needed to be so successful? What do you think their army would have been like? Children to discuss their ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children re-tell the legend of Romulus and Remus? • Do children know some of the reasons why Rome grew so rapidly from a city to an empire? • Can children identify some of the countries that were under the rule of the Romans? <p>WORK IN BOOKS</p>	Create a front cover for the topic of Romans. Can use ICT or hand draw. Give the children paper and a checklist.
<p>Possible additional activity:</p> <ul style="list-style-type: none"> • Provide children with the map on the Roman Empire sheet and ask them to use an atlas to find out the names of the modern countries that were once a part of the Roman empire. • EXTEND - children to create a list of the countries/provinces that were part of the Roman empire and what those countries are called today, e.g. Britannia = England, Aquitania = France, etc. <p>(especially EN/KC/LD/AM)</p>						
LA:Children to complete the pictures for the storyboard of Romulus and Remus activity 1A.	MA: Children to complete the storyboard of Romulus and Remus	HA: CHILDREN TO WRITE AN ACCOUNT OF THE				

			activity 1B using the words in the word bank to help them.	LEGEND OF ROMULUS AND REMUS ACTIVITY 1C, INCLUDING ILLUSTRATIONS.		
2	To find out about the social structure and organisation of ancient Rome.	<ul style="list-style-type: none"> • Explain that until 509 BC, Rome had been ruled by the Etruscan kings. The last king to rule Rome was Tarquin the Proud. He was a terrible king who abused his power and treated his people very poorly. The people decided that they didn't want to be ruled by a king anymore so the king was overthrown and the Roman republic was born. • Go through the slides showing how the senate worked, who could be citizens, who plebeians were, who patricians were, the position of slaves. Explain that later on this system was replaced by a ruling emperor. <ul style="list-style-type: none"> ❖ Can you name any famous Roman emperors? Look at the profiles of some of the most famous emperors: Augustus, Constantine, Nero. <p>20 mins As a class, explain terms e.g. republic, senate, plebeian, patrician, etc. Children to use Information Sheet A, books, internet, etc., to find the correct definitions for each term and report back for their words.</p> <p>Independent activity: session 1 research session 2 creating a fact file using ICT (Y3 using laptops Y4 ICT suite)</p> <p>Provide children with one of the Research Cards A, giving the name of a Roman emperor as well as books, access to internet, etc., and ask them to find out the answers to the questions on the cards to create a fact file about the emperor.</p>			<p>Plenary:</p> <p>How do you think life would have been different for a slave and a plebeian? How would life have been different for a senator and a patrician? What class of person would you have liked to have been if you had lived in ancient Rome? Why? Invite children to share their ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children explain what a republic is? • Can children identify some of the different social classes of ancient Rome? • Can children name some of the most famous Roman emperors and explain their role in the empire? 	
3	To carry out historical research to find out what daily life was like in ancient Rome.	<ul style="list-style-type: none"> • What do you think life would have been like for the people of ancient Rome? Children to think, pair, share their ideas then list on the slides. • Go through the slides for each of the different sections: technology; hygiene; children; food; houses. • What else would you like to find out about each of the categories? As a class, list some questions on the slides for each one. • Explain that today children will be finding out some more information about life in ancient Rome. What sources of information could you use to find the answers to some of our questions? Children to discuss 			<p>Plenary:</p> <p>What do you think would have been the best thing about living in ancient Rome? What do you think would have been the worst thing? Children to discuss questions giving reasons for their choices.</p> <p>Have this recorded on books.</p>	

		<p>their ideas.</p> <p>Critical skills approach:</p> <ul style="list-style-type: none"> • Split the class into groups of around 4 or 5. Give each child one of the Research Cards B giving a category and a list of questions. Children to research the category on their cards and present the information on a plain sheet of paper. • When all children have finished, ask the group to create a front cover, contents page, index, etc. Put all the information together so that each group has produced an information book about life in ancient Rome. • When finished, give each group some time to look at the books the other groups have produced. What new information can you find out from these books? Did you include some of the same details? Which books do you think are most clearly set out? Which books have the most interesting facts? Children to discuss ideas. 	<p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children ask historical questions about a variety of topics? • Can children use a variety of sources of information to find out about life in ancient Rome? • Can children recall, select and organise historical facts and information? 	
4	<p>To find out about ancient Roman entertainment and to explore the life of a gladiator.</p>	<ul style="list-style-type: none"> • What things do you like doing in your spare time? What events do you and your family do together on special occasions? Invite children to share their ideas. • Explain that leisure was very different in Roman times to the leisure activities we enjoy today. One of the most popular places for entertainment was the circus. This was different to the circuses we know today. Roman circuses were racetracks for chariot racing. The Circus Maximus in Rome was the first to be built and there were several others around the Roman empire. • The most favoured leisure activity, however, was watching the gladiators at the amphitheatre. Go through the slides explaining who the gladiators were, what a gladiator did, different styles of fighting, and what happened at the end of a fight. • Explain that most of the larger town had amphitheatres and that they were also used for other events throughout the year, such as animal shows with music and chariot racing if there wasn't a circus. <p>Children to imagine they are at an amphitheatre watching a gladiator fight. Children to write an eyewitness account of everything they can see, hear, smell and feel. Encourage children to use as much detail as possible and to make the account sound as exciting as they can.</p> <p>Allow time for a class model and time to reflect and edit their own writing.</p>	<p>Plenary: Do you think you would have enjoyed being a gladiator? Why? Why not? Invite children to share their ideas. Encourage children to think about both the positive (e.g. the honour, training, good food, etc.) as well as the obvious negative aspects.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children name some of the most popular leisure activities of ancient Rome? • Do children know what a gladiator is and some of the aspects of a gladiator's life? • Can children communicate their understanding of history in a variety of ways? 	<p>children to produce a poster to advertise an upcoming gladiator event at the Colosseum in Rome. This could be done using ICT or drawn onto plain paper. Challenge children to think about how they could encourage people to come to the event and explain what different events will be taking place, as well as which important people will be there. Provide children with Picture Cards B to give them ideas for illustrations for their posters.</p>

<p>5</p>	<p>To find out what the Romans believed and to investigate the gods and goddesses of ancient Rome.</p>	<ul style="list-style-type: none"> • Explain that in ancient Rome, religion was a part of everyday life. They didn't believe in just one god but in lots of different gods and goddesses. There were twelve main gods in ancient Rome but as the Roman empire spread, new gods were discovered in different lands. These gods were gradually adopted into Roman religion. Some of the Roman gods are the same as the ancient Greek gods but with different names. Romans believed that different gods controlled different aspects of their lives and that the gods were all around them. • Romans would go to the temples everyday to give offerings of meat and other goods to the gods. There were also lots of statues of the gods and goddesses which were used for worship. • Show the twelve main Roman gods and explain their Greek counterparts. <p>Provide children with books and access to the internet. On worksheet 5B, children to complete the fact files for any six of the Roman gods or goddesses.</p> <p>In groups of three, choose one of the gods to create a large piece of artwork.</p>	<p>Plenary: Which of the Roman gods or goddesses do you find most interesting and why? What do you think of the Roman religion? Why? Invite children to share their ideas</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children know that the ancient Romans believed in lots of different gods and goddesses? • Can children name some of the main gods and goddesses of Roman mythology? • Can children know what different aspects of life the major gods and goddesses were rulers of? 	<p>Collect materials that may enhance their large piece of roman god art.</p>
<p>6</p>	<p>Invaders and settlers</p> <p>To understand the terms 'invade' and 'settle' and to place the Romans on a timeline.</p>	<ul style="list-style-type: none"> • Ask children if they or anyone they know has ever moved house. What were the reasons for moving? Explain that people move to a new house, a new town or city, or even a new country, for many different reasons. How many different reasons can you think of? Think, pair, then share your ideas. • Discuss some of the reasons on the following slide. Tell the children that people move to new places for lots of different reasons and have been doing so for thousands of years. • In the past, many different people from different places came to Britain. Two of the words we use to describe these people are invaders and settlers. Do you know what these words mean? Use the following slide to discuss the definitions. • As a class, look at some words and sort them according to whether they are linked to 'invaders' or 'settlers'. • Tell the children that, over the next few lessons, they will be finding out about a group of people who came to Britain who were called the Romans. <p>Review learning so far. Review: that the Romans were a group of people who belonged to the Roman Empire. The city of Rome, in Italy, was the centre of this empire. They were very powerful, with a huge army, which was used to fight people and increase the amount of land over which they ruled.</p>	<p>Plenary: 2000 years is a very long time ago! REVIEW: How different do you think life during the Roman period was to life now? Think, pair, then share your ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children understand the terms 'invade' and 'settle'? • Can children explain reasons why people have invaded and settled in Britain in the past? • Can children place the Romans on a timeline? 	<p>Make a Roman shield</p>

		<p>Show the children a map of the land ruled over by the Romans at the height of their power. Do you think the Romans were invaders or settlers?</p> <ul style="list-style-type: none"> • Show the children a timeline with some important periods in history marked. Explain that the Roman period is missing. Where do you think it would be on the timeline? Tell the children that the Romans invaded Britain in 43 AD. They then settled and ruled the country for almost 400 years, until 410 AD. • Challenge the children to work out how many years ago the Romans invaded Britain. Tell them that they can work it out by subtracting 43 from the current year. We can round up this answer to say that the Romans invaded Britain almost 2000 years ago! • Now challenge the children to work out how many of their lifetimes ago this was. Tell them that they can work this out by dividing 2000 by their current age. If they were eight years old, this means that they would have to live their lives 250 times to show how much time has passed since the Roman invasion in 43 AD! <p>Game in pairs: Game cards pre-prepared. Children set their cards answer-side down on the table. One at a time, children choose a card and say what they think the answer is to their partner or group. They can check the answer on the reverse. If the answer is correct the child can keep the card. Repeat until all the cards have been won.</p>		
7	To find out why and how the Romans successfully invaded Britain	<ul style="list-style-type: none"> • Ask children to discuss the following questions with a partner: Who were the Romans? Where did they come from? When did they invade Britain? Why do you think they invaded Britain? • Tell the children that the Romans wanted to expand their empire and gain more lands for themselves. Recap Famous People The first attempt to invade Britain was carried out by the emperor Julius Caesar, in 55 BC. He tried twice but both times was forced to retreat. It wasn't until almost 100 years later that the Romans, ruled by a new emperor, Claudius, managed to conquer Britain, with an army of 40,000 men. • Explain that one of the reasons why the Romans were able to conquer lots of different lands like Britain was because their army was so large, strong and well-organised. Do you know anything else about the Roman army? Think, pair, then share your ideas. • Tell the children that there were two main types of soldiers - legionnaires and auxiliaries, and discuss the difference. • Use the following slides to illustrate how the army was made up of legions, as well as the training techniques and defence formations used. • Tell the children that when the Roman army was not at war, they helped to improve and increase the size of the towns they had conquered. They also 	<p>Plenary: Include this in their piece of work from today also a picture of the children in formation. Twitter and face book images</p> <p>Do you think you would have liked to have been a Roman soldier? Explain your answer to a partner.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children give some reasons why the Romans invaded Britain? • Can children describe what the Roman army was like? • Can children try to imagine what life was like for Roman soldiers? 	

		<p>built the first roads in Britain, in order to help them move soldiers and equipment around the country more easily.</p> <ul style="list-style-type: none"> • Tell children that today they will be Roman soldiers. Take them to the playground or hall or anywhere there is enough room for them to march in a formation. Provide each child with a shield (this could just be a sheet of cardboard or a shield made in a separate lesson. • Using the Army Formations sheet, guide children through being a Roman army. Emphasise the importance of working as a unit and listening to commands. • When finished, ask children to discuss how difficult/easy it was to all move at the same time, what it was like to be dependent on each other, etc. Draw and label a picture of a Roman soldier. 		
8	To find out who was in Britain when the Romans invaded and learn about their way of life	<p>Crazy Celts</p> <ul style="list-style-type: none"> • Tell the children that today we are going to explore what Britain was like just before the Romans invaded. Do you know who lived in Britain before the Romans invaded? What do you think daily life was like before the Romans invaded? Think, pair, then share your ideas. • Explain that, before the Romans invaded, Britain was home to a group of people we now call Celts. During the Iron Age, they were one of the most powerful groups of people in Europe, with some of them living in other countries like France, Switzerland and Belgium. • Show children some pictures of what the Celts might have looked like. Based on these pictures, what do you think the Celts were like? What words would you use to describe them? • Use the following slides to give children some information about where and how the Celts lived, the food they ate and the clothes they wore. Share the description of the Celts from the Roman historian, Diodorus Siculus, and discuss. • Tell the children that the Celts were also fierce warriors, and the different tribes were often at war with one another. This was one of the reasons why the Roman invasion was successful - the Celts fought amongst themselves so much that they were unable to work together against the Romans. <p>Use the information sheet to answer questions provided.</p>	<p>Plenary: What do you think Britain might be like today if the Romans had not been successful at invading the country? Think, pair, then share your ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children know when the Celts lived in Britain?? • Can children use sources to find out about Celtic daily life? • Can children describe in their own words what Celtic daily life was like? 	Give each child a copy of the Crazy Celts board game and a set of the Question Cards. Children take it in turns to roll the dice and work their way through the board. The first person to the 'Finish square' wins. When finished, challenge children to make a list of all the facts they learnt about the Celts while they were playing the game.
9	To explore who Boudicca was from different points of view	<ul style="list-style-type: none"> • Show children the picture of Boudicca on the slides. Do you know who this is? What can you tell about her from this picture? Think, pair, then share your ideas. • Explain that the picture is of Boudicca. She was the wife of the Iceni tribe's king. When the Romans invaded Britain in 43 AD, they allowed her husband to keep his land. When he died, Boudicca became 	<p>Plenary: As a class write two descriptions of Boudicca; one from the viewpoint of a Celt from the Iceni tribe, and one from the viewpoint of a Roman legionary.</p>	

		<p>queen. However, the Romans decided to take control of the Iceni's land and property. When Boudicca protested against this, they beat and flogged her and her daughters. How do you think this made Boudicca feel? How do you think it made the Iceni tribe feel?</p> <ul style="list-style-type: none"> • Tell the children that Boudicca was furious with the Romans, who she thought were tyrannical and evil. Their actions caused widespread resentment towards the Romans' rule of Britain. What do you think Boudicca did? What would you have done if you were her? Think, pair, then share your ideas. • Explain that Boudicca led a revolt against the Romans. They marched to Colchester, which was then the Roman capital of Britain, and defeated the Roman legion there. • What is your opinion of Boudicca and her decision to revolt against the Romans? Do you think she made the right choice? Explain your reasoning to a partner. • How do you think the Celts felt about Boudicca's actions? How do you think the Romans felt about Boudicca's actions? After giving the children time to discuss their answers, use hot-seating to further question them as Celts or Romans. <ul style="list-style-type: none"> • Children read the Boudicca Description. They then draw a detailed portrait of her on the Boudicca Portrait Sheet based on this description. Children could annotate or describe their picture, explaining why they have chosen to depict her as they have. • When finished, invite children to compare their portraits with others. Do they all look similar? Can you tell they are the same person? Has anyone interpreted the description differently? 	<p>Encourage children to explain their reasoning in each paragraph.</p> <p>Show children the four statements and ask them to discuss and decide who is most likely to have said each one: a Celt or a Roman?</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children know who Boudicca was and what she did? • Do children know that history is represented in different ways by different people? • Can children represent their understanding in different ways? 	
10	To find out about the results of Boudicca's revolt	<ul style="list-style-type: none"> • What can you remember about Boudicca? Did everyone have the same opinion of her? Think, pair, then share your ideas. • Use the following slides to recap on how Boudicca became queen of the Iceni tribe, but then the Romans forcibly took control of her lands. In retaliation, Boudicca amassed an army of men from different Celtic tribes, and marched on the then Roman capital, Colchester. They burnt most of the city to the ground, and killed everyone they saw. How do you think the Romans felt after hearing about their defeat at Colchester by Boudicca? Think, pair, then share your ideas. • Tell the children how Boudicca and her army continued their revolt by almost destroying the cities we now know as London and St Albans. Explain that one of the reasons why Boudicca was so successful at the beginning was that the Romans hadn't expected a revolt in Britain - their armies were fighting elsewhere. 	<p>Plenary: If you had to decide, whose side would you be on: the Celts or the Romans? Why? Invite children to share their opinions and reasons with the class.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children explain the events of Boudicca's revolt? • Do children know why Boudicca's revolt failed? • Can children explain their own point of view? 	Talk homework for end of session 1 ready for session 2

- Ask the children to think about what they know about the well-organised, highly trained Roman army, and Boudicca's new army formed of previously warring tribes. What do you think happened next? Who do you think won eventually, and why? Think, pair, then share your ideas.
- Explain how the Romans, led by governor Suetonius, managed to use their tactics, strength and organisation to defeat Boudicca's army. Boudicca, rather than being captured, killed herself by drinking poison.
- Despite the outcome, do you think Boudicca was right to fight for her people? What would you have done if you were in Boudicca's position? Think, pair, then share your ideas.

Session 1:

- Ask children to get into groups and tell them that today they will be creating a role-play about Boudicca's revolt. Give each child a character. Each group will need a Boudicca, a Suetonius (the governor in charge of the Roman army that defeated Boudicca), and any number of Celtic and Roman soldiers.
- Encourage children to include statements by each character about what they think Boudicca is like e.g. "I think Boudicca is really brave," or "Boudicca is a savage barbarian who must be killed!"
- Once they have had time to practise, each group can then perform their role-play to the rest of the class. Ask the audience to identify and discuss the different opinions of Boudicca in each role-play.

Session 2:

LA: children read a simple version of Boudicca's revolt against the Romans, and then draw pictures to represent each part.

MA: children retell the story of Boudicca's revolt in their own words, using the Word Bank for support). They then draw a picture of any part of the story they wish, adding a caption.

HA: Children are challenged to imagine that they are Boudicca. On worksheet 5C, they need to write four diary entries about the following events: the day the Romans took your land, the day you raised your army, the day you destroyed Colchester, and your final defeat by the Romans.

<p>11</p>	<p>To know how the Romans have influenced our lives today</p>	<ul style="list-style-type: none"> • Explain that, by the late fourth century, the Roman Empire was beginning to fall apart due to constant attacks from neighbouring countries. In 410 AD, the Romans left Britain and returned home to try to sort out their problems there. Show children the excerpt from Emperor Honorius’s farewell letter. How do you think the people of Britain felt about this? What do you think happened when the Romans left? • Tell the children that there was a period of great unrest in Britain - native tribes and foreign invaders fought for power and control over the country. • However, even though the Romans were no longer ruling the country, they had made a lasting and significant mark on everyday life in Britain. Can you think of some examples of how the Romans have influenced our lives today? • Use the following slides to explore some of the most important Roman inventions or introductions to Britain. In your opinion, which is the most important of these? <p>Ask the children to choose two or three Roman inventions or introductions that they think are the most important. On the Letter to the Emperor Sheet, children write a reply to Emperor Honorius’s farewell letter, explaining why they are grateful for these inventions, and how they affect them and everyone else in the modern world. If appropriate, children could even explain how these inventions or introductions have since been developed and improved.</p>	<p>Plenary: What do you think Britain would be like today if the Romans had never invaded and settled here? Think, pair, then share your ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children explain some of the things the Romans invented or introduced to Britain? • Can children identify aspects of our lives that are affected by the Roman rule in Britain? • Can children suggest what life would have been like in Britain if the Romans had never arrived? 	<p>HMWK-use the images to take home and use as talk homework for writing activity.</p>
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END OF UNIT QUIZ.