
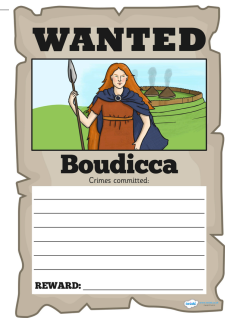

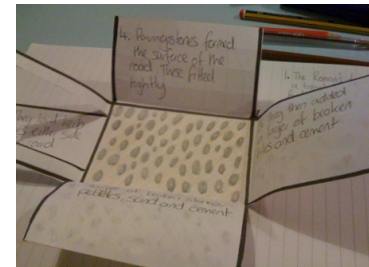




Y2 - What did the Romans do for us?


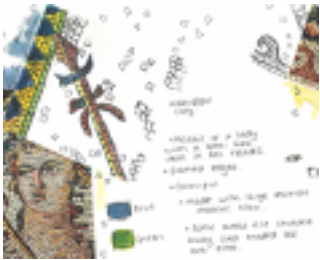
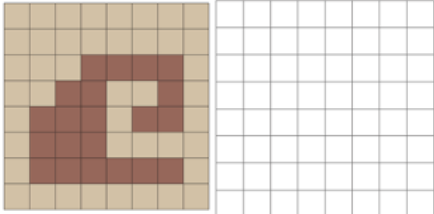
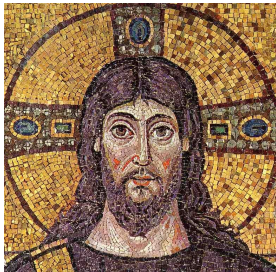

History		
Learning Objective	Teaching and Learning	Outcome/s
Engage	<p>This lesson is the first in a series that introduces Year 2 children to the Romans and their impact on Britain. Children will understand the meaning of the word 'empire' and will explore the spread of the Roman Empire. It is important to know that like Ancient Egypt or Greece, Roman civilisation was very advanced compared with others at that time. The Romans used their technology and large army to spread their empire across Europe and North Africa. At its height, the empire stretched from Britain to the north of Africa and across to the Middle East.</p> <p>Explain that today the children are going to become Roman soldiers! They are going to design and make shields, learn about commands and battle formations and go into the playground to battle the other Y2 class.</p>	<p>Roman battle day!</p> <p>Children look at examples of shields and design and make their own shield before learning about the structure of the army. Assign roles to the children and show them the battle formations that they will use in a battle against the other Y2 class. Go into the playground and battle! Shout Roman orders and actions and see if the children can follow.</p> 
To describe the importance of a historical period	<p>What is an empire? Is it just one country?</p> <p>Which countries do you think made up the Roman Empire? Show the powerpoint (attached) and show how the Roman army expanded. Which countries were under Roman rule in the empire?</p> <p>How do you think they took over these places?</p> 	<p>Roman Empire Maps</p> <p>Children colour in maps to show the expansion of the Roman Empire.</p> <p>Challenge them to label the countries that the Romans held.</p> 
To describe the roles of people in the past	<p>The Romans were hugely successful invaders who conquered and ruled a huge area of Europe and North Africa. The Romans experienced great success in battle due to their highly organised and well trained army. Every last detail, from their equipment to their battle formations was carefully considered and copied across the Roman Empire. There were around 30 legions in the Roman Empire. Each legion was divided into ten cohorts, which were then divided further into centuries. In each century there were around 100 soldiers. Each century was led by a centurion who carried a special rod to show that he was in charge.</p> <p>Show children the information at:</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpf8/articles/zqbnfg8</p> <p>What was life like as a Roman soldier? Would you have wanted to be a Roman soldier? Why? Why not?</p>	<p>Roman soldier label</p> <p>http://www.learninggrids.com/uk/clicker/resource/label-the-roman-soldier-one</p> <p>Use this to show the children the basic names for the equipment of the soldiers and then also challenge them to use the Latin names as well.</p> 




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To describe the roles of people in the past	https://www.bbc.co.uk/bitesize/clips/z3wqxnbn Show children this video. Think about their decision at the end of the last lesson. Would they still like to be a Roman soldier? Why? Why not? Why do they think the Roman army was so successful?	Explain to the children that today they are writing a letter from the point of view of a new recruit to the Roman army, to their family at home, explaining what life is like in the army. What will be the key details you need to include?
To recognise why events happened	The Romans were hugely successful invaders who conquered and ruled a huge area of Europe and North Africa. The organisation and discipline of the Roman Army had a huge influence on their success. Despite their successes, the Romans did not find it easy to conquer Britain. General Julius Caesar invaded in 55 BC but the invasion was unsuccessful. Almost 100 years later, in 43 AD, the Romans invaded successfully. The invasion was led by Emperor Claudius. Some of Britain's tribal kings decided not to resist the invasion and accepted Roman rule. Show <u>Roman Invasion</u> to the children. Why did the Romans invade Britain? What did we have that they wanted? How did they go about this invasion?	Roman Invasion - Why did the British want to invade? Hand out information (attached) and reason cards. The children order the reasons from 1-7, from what they think the main reason was to the less important reasons. They explain why they think that reason 1 is the most important and why reason 7 is the least important Could also use the Dawsons model if they feel some reasons are equally important —> 
To identify what happened as a result of events	Others fought back. One of the most famous rebellions was led by Boudicca, the queen of a tribe called the Iceni. Boudicca led a strong rebellion which led to many Roman towns being burned to the ground. Eventually the Romans defeated the rebellion and killed Boudicca. Show children the Boudicca video on Horrible Histories. Why do you think she is remembered today? Look at different images of her. What impressions do you get? Show/read children the story of Boudicca: https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zhn6cqt	Imagine you are the leader of the Roman soldier - why would you want to capture Boudicca? What did she do wrong in the eyes of the Romans? Create WANTED posters, explaining The 'crimes' that she had committed and why she was wanted for capture. 
To describe the achievements of the Romans	Unlike the tribes who lived in Britain before them, the Romans lived in big towns and cities with lots of people. When they came to Britain, the Romans needed to build somewhere for all the soldiers to live. The cities of York (which they called Eboracum) and London (Londinium) were built by the Romans. Inside a Roman town there would be a place called the forum which was used as a market and meeting place. Towns would also contain shops, homes and government buildings. The basilica was a building where council meetings would be held. The Romans built roads connecting the major towns and cities. https://www.bbc.co.uk/bitesize/clips/zq49wmn What were the main features of a Roman town? Record on working wall	Roman Town Maps - Using the Roman town map (attached) and a UK map of cities, can children work out the modern names for Roman towns and place them on a map of the UK? Look at images of these places - what Roman features can we see? What impact have the Romans had on these places? 

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To describe the achievements of the Romans	<p>Show children the video: https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-roman-roads/z7c8wtg</p> <p>What is an achievement? Why are roads seen as this?</p> <p>What would our world be like today without roads?</p> <p>Why did the Romans want to build roads?</p> <p>How did they build their roads? What did they look like?</p>	<p>Roman Roads Map What route would you take?</p> <p>See attached</p> <p>Using the Roman roads map, can children identify how they would get from one Roman town to another? What road would they take?</p> <p>Why would these roads have been useful?</p>
To describe the achievements of the Romans	<p>https://www.weirdunsocializedhomeschoolers.com/how-to-build-roman-road/</p> <p>Can you remember how the Romans built their roads?</p> <p>What materials did they use?</p> <p>What order did they do this in?</p> <p>Why was this way effective?</p> <p>How do we know this was an effective way to make roads?</p>	<p>Roman road model</p> <p>Children use the materials to build a model Roman road.</p> <p>Alternative example out of paper:</p> <p>Record all of the elements that will then layer on top of each other to create the road model.</p> 
To explain why people did things	<p>Show children photos of Hadrian's Wall (attached) and show them on a map where it can be found.</p> <p>Why do they think this wall was built?</p> <p>https://www.bbc.co.uk/bitesize/clips/zhq76sg</p> <p>What was it used for?</p> <p>What did it look like in Roman times?</p> <p>Was it successful?</p>	<p>Hadrian's Wall drawing</p> <p>Was the wall the same all the way along? Did it have different parts to it?</p> <p>Show children examples of drawing the wall using a scale.</p> <p>At each part they need to add a fact, or something they have learned today about Hadrians Wall.</p> <div> <p>If your section of wall is 24cm long, you could work on a scale of 8cm = 1km and draw:</p> <ul style="list-style-type: none"> • a fort every 64 cm • a mile-castle every 12 cm • a turret every 4 cm  </div>

<p>To identify similarities and differences between different periods of time</p>	<p>As well as roads and towns, the Romans also brought many other innovations to Britain. Show children https://www.bbc.co.uk/bitesize/clips/zxy3cdm Do we have any of these features in our local area? Are there always inventions? Or are they developments? What did the Romans do for us? Children feedback ideas to class wall. Which of these do you think is the most important? Why? Ask for suggestions</p>	<p>Hand out Roman innovation card to the children. In pairs, ask them to order them from what they think is the most important or impressive to the least. Can they explain their order? Children could record their order or just record the one they think is the most important with a picture and short explanation.</p> <div data-bbox="1744 352 2181 467"> <p>The Romans built roads to connect their cities, villas and baths. Roman roads were long and straight.</p>  </div>
<p>Express!</p>	<p>What have we learnt about the Romans? Why were they so important? What inventions or innovations did they bring to us? Look at plans of Roman towns - how could we use these to design our own Roman towns? What features would we need to include? Recap: https://www.bbc.co.uk/bitesize/clips/zq49wmn</p>	<p>Design and build a Roman town (2+ lessons) Children use their learning on roads, towns, inventions etc to design and make a Roman town.</p>

Art

Learning Objective	Teaching and Learning	Outcome/s
To record ideas about patterns and techniques	<p>Mosaics</p> <p>What is a mosaic? Show examples of Roman mosaics. Can the children think of another period of time that was famous for mosaics. Show Greek mosaics. What are the key features of a mosaic? What about Roman mosaics? What colours can we see? What symbols and patterns?</p> 	<p>Look at examples of Roman mosaics. Compare them to the Greek mosaics. What features do they have in common? What features are different? Children have ago at sketching some initial ideas around Roman mosaics in a mood board style</p> 
To explore art from a particular time	<p>Explain to the children that today they are going to explore Roman mosaics further and use what they find to create a simple mosaic design of their own. Hand out more examples of Roman mosaics for inspiration. Model using the grid to design a simple symbol or picture. What colours should I use? Why? What patterns could I include?</p>	<p>Children use their learning to design a Roman mosaic using a grid. What key symbols could they draw? What colours will they use?</p> 
To explore links between colour and emotion	<p>Show children images of the mosaic work of Ravenna. What is being shown in his artwork? Why were these So important? Show children a colour wheel linked to emotions. Which emotions would you associate with a piece of religious artwork? Why? How will you use these colours in your own artwork?</p> 	<p>Children use teachers choice of media to make their Roman mosaic depicting images of Christianity. Children must select colours based on the ideas of links between colour and emotion.</p> 

<p>To plan and develop simple ideas</p>	<p>Become familiar with the public monuments of ancient Rome such as:</p> <p>Trajan's Column (113 AD)</p> <p>The Pantheon (126 AD)</p> <p>The Arch of Constantine (dedicated in 315 AD)</p> <p>Explore how Emperors used and adapted these monuments to display their images, show power and represent history.</p> 	<p>Roman Monuments</p> <p>Children stick pictures of famous monuments into their art books. Can they label the key features? Can they have a go at sketching ideas using the monuments as inspiration? Are there any key patterns or details that they might want to use in their own work?</p>
<p>To explore carving as a form of 3D art</p>	<p>Hand out the clay to the children. What is the material used for?</p> <p>Hand out clay tools? What might we use these for.</p> <p>Explain that we are going to build our own Roman monuments, or parts of one. What skills will we need to do this? How is it best to handle the clay?</p> <p>How can we use the tools effectively?</p> <p>Model using the clay in different ways to create different structures and effects.</p>	<p>Clay skills</p> <p>Take pictures of the children working with the clay for them to evaluate at in a later session. Which techniques were effective? Which were not? Why?</p>  
<p>To use malleable materials to create a realistic form.</p>	<p>Roman Architecture</p> <p>Explain to the children that they are today going to use their knowledge of Roman monuments and clay skills to create their own version out of clay.</p> <p>Remind them of the skills learnt in the last session and model appropriate use of tools again.</p>	<p>Roman monument</p> <p>Could recreate Trajans column, or attempt a version of the Arch of Constantine.</p> <p>Or Roman columns</p> 