

Adapted unit: What can we learn about the Roman settlement from remains in our locality?

HISTORY
YEAR 5/6

About the unit

In this unit, children are introduced to the idea that people from other societies have been coming to settle in Britain for a long time. They consider the effects of the invasion and settlement of the Romans in Britain. There is emphasis on historical enquiry using artefacts and Roman sites and interpretations of history. This unit shows how some of the Literacy Strategy objectives can be delivered through history. It also makes links with numeracy and ICT.

Where the unit fits in

Teachers will usually select units 6a, 6b and 6c. All three units introduce children to ideas of invasion and settlement, using identical introductory activities.

This case study encourages the use of Roman sites and artefacts and will be a good choice for schools with easy access to a Roman settlement site.

Children build on their work in key stage 1, particularly using pictures and written sources to find out about the past. They also build on their previous work in literacy. Literacy objectives include the development of shared talk, group discussion, role play, scanning text and selecting information from written sources, note making and extended writing. The visit to an archaeological site, a museum and a reconstruction will provide a foundation for further consideration of what can be learnt from archaeological remains, as in units 10 and 16, and from other sources of information. The focus on emigration and settlement is developed further in unit 13.

Expectations

At the end of this unit

most pupils will: demonstrate knowledge and understanding of why people leave their homeland to settle in another country; use a range of information to ask and answer questions about events related to Roman Britain; show knowledge and understanding of why Boudica led a revolt, what happened and some of the results; know that an event can be interpreted in different ways; know about aspects of life in Roman Chester; present information they have researched, using the terminology appropriate to the period.

some pupils will not have made so much progress and will: recognise that the Roman period was a long time ago; recall some details about Boudica; identify some of the ways the Romans changed Britain, and Chester in particular.

some pupils will have progressed further and will: use the time conventions BC and AD to locate the dates of the Roman invasions and occupation; list, in order of importance, the reasons for and results of Boudica's revolt; explain why Boudica and the revolt are interpreted in different ways; communicate their findings about Roman Chester in a variety of ways.

Prior learning

It is helpful if the children have:

- learnt about the way of life of people living at a time beyond living memory
- asked and answered questions and made inferences from artefacts
- considered the different ways in which the past is represented, *eg pictures, buildings, stories, eye-witness accounts*
- listened to stories of past events.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly:

- words associated with the passing of time, *eg Roman, Anglo-Saxon, period, a long time ago*
- words associated with the Celtic way of life, *eg Celt, hill fort, tribe, transport, trade*
- words associated with the Roman way of life, *eg hypocaust, forum, basilica, mosaic, chariot, army, troops, legion*
- words associated with settlement, *eg invade, settle, emigration, immigration, refugee, conquest.*

Resources

Resources include:

- a large map of the world
- dictionaries
- flashcards about invasion and settlement
- a class timeline
- pictures of Roman, Anglo-Saxon and Viking people
- packs of information about Celts and Romans who lived in Britain, including pictures of artefacts discovered at Roman sites in Britain
- two accounts of the story of Boudica, including pictures
- packs of information about Roman Chester
- books, stories and poems about Roman Britain, eg *Rosemary Sutcliff*, 'The Capricorn Bracelet'; *Terry Deary*, 'Rotten Romans'; *WH Auden*, 'Roman Wall Blues'; *Rudyard Kipling*, 'The Roman Centurion's Song'.

Section 1: Why do people move away from where they were born?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to relate their own experience to the concept of settlement to recognise that people have been moving between different areas for a long time and that some reasons for moving were the same as those of people alive today. 	<p>Discuss the children's and their families' experiences of moving home to live either in a different part of the country or in a different country. Use a map to establish where they moved to and from. Encourage the children to suggest why they or their families moved, and list the reasons given. Help them to sort the reasons into those where families chose to move and where they had to move.</p> <p><i>Link with aspects of literacy: make contributions and take turns in discussions; make a two-column grid to record these reasons.</i></p> <p>Take opportunities to use and explain words like 'settlement', 'emigration', 'immigration', 'refugee', and how these are different from words like 'invasion', 'conquest'.</p> <p><i>Link with aspects of literacy: To continue the collection of new words from work on Roman history.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> give and record reasons why families leave the place where they were born recognise that some people choose to leave and that others have to leave the place where they were born make contributions and take turns in discussions. 	<p>This discussion needs to be handled with sensitivity and care, especially if there are any refugee children in the class. It is important to draw out that some reasons for moving today are similar to why people moved in the past, <i>eg for work, to make a new life, because of fear.</i></p> <p>Recognising that communities are made up of people from different places, backgrounds and cultures can lead into a discussion of the workings of local and national communities, as a link to citizenship education.</p> <p>If there are few children in the class whose families have moved from another country it will be necessary to refer to groups of immigrants that the children know about.</p>

Section 2: Who invaded and settled in Britain long ago?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to use the terms 'invade' and 'settle' to define words to place the Celtic and Roman periods in a chronological framework to recognise characteristics that place Celts and Romans as having lived a long time ago in the past that Romans invaded Britain and that the period of conquest was followed by a period of settlement that the Romans settled in Britain. 	<p>Ask the children to find the dictionary definitions of the words 'invade' and 'settle'. Ask them to write these and their own definitions in a two-column grid. <i>Link with literacy W12: define words first using four words, then three, etc.</i></p> <p>Lead a discussion to develop the children's understanding of these terms. Give the children cards with words and phrases that could be connected to either invasion or settlement, <i>eg stay, arrive, conquer, land, visit, remain</i>. Ask the children to place the cards in the correct columns on their grids.</p> <p>Ask them to feed back where they placed each word and why.</p> <p>Establish that groups of people have been visiting, invading and settling in Britain for a very long time. Ask the children to look at the class time line and pick out the people and events they have already learnt about, <i>eg the Great Fire, Florence Nightingale</i>. Discuss with the children whether these people or events happened a long time ago and which occurred the longest time ago.</p> <p>Give the children pictures of a Roman and Celtic person. Encourage them to suggest clues that indicate these people lived a long time ago. Help the children to place the pictures at the appropriate place on the time line.</p> <p>Give the children pictures showing a variety of Roman and Celtic images, <i>eg in armour, in battle, home life</i>. Ask the children to sort them first into Roman and Celtic groupings, and then into invasion and settlement groupings.</p> <p>Discuss with the children the relationship between invasion and settlement.</p>	<ul style="list-style-type: none"> make observations and inferences about factual information in a fictional story use a dictionary to find the meanings of 'invade' and 'settle' write their own definitions of the words sort words or phrases correctly under the headings 'invade' and 'settle' locate on a timeline historical events that they have already studied select distinctive characteristics of Celtic and Roman people sort pictures to show understanding of features of Celtic and Roman life discuss ideas associated with invasion and settlement. 	<p>The class timeline will need to include Celtic, Roman and Anglo-Saxon periods.</p> <p>This activity would provide a useful context for reinforcing dictionary skills.</p> <p>The class might consider the range of definitions in dictionaries and information books, as a prelude to children developing their own definitions of the terms.</p> <p>The activity could be adapted by giving children a grid with the dictionary definitions already in place.</p>

Section 3: Who were the Celts and who were the Romans?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to select and record information about Celtic and Roman ways of life to scan texts and mark extracts T17 and 18 to engage in shared talk to make comparisons between these lifestyles about aspects of life in Celtic and Roman Britain, using a variety of resources. 	<p>Ask the children to locate the Roman period on the class timeline. Tell them that they are going to find out about the Romans and also about the Celts, who lived in Britain before the Romans arrived.</p> <p>Give them information about and pictures of the Celts and/or the Romans. Ask the children to complete a three-column grid with the headings: 'How they did things', 'Celts', and 'Romans'. In the first column children can list aspects such as <i>dress, belief, language, towns, farms, art, technology</i>. They can use the other two columns to compare the two ways of life.</p> <p>Discuss the children's answers with them, drawing their attention to similarities and differences.</p> <p>Provide the children with a range of written sources and ask them to work in pairs, scanning them for key words and phrases, and marking/selecting relevant extracts: T17 and 18.</p> <p><i>Encourage children to develop shared talk.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> select relevant information from a number of sources complete a grid with relevant information using correct terminology for Celtic and Roman ways of life suggest similarities and differences between the lifestyles of Celts and Romans scan texts and mark extracts engage in shared talk. 	<p>It is important that the Celts are not presented as a set of primitive tribes. They were sophisticated, but different from the Romans. The issue could be highlighted by comparing the impression created by Julius Caesar's comments about the Celts from his story of his visits in 55 and 54BC with the impression given by examples of Celtic artwork.</p> <p>Children could develop this activity further by investigating the lifestyle of Celtic tribes, <i>eg language, beliefs, dress, art, settlements such as hill forts, towns, farms</i> and/or considering the Roman way of life, <i>eg the importance of Latin, gods, dress, the organisation of the army, houses and their interior design.</i></p> <p>Children could be divided into groups for this activity, with some groups looking at Celts and others the Romans.</p> <p>This activity could be adapted by asking children either to make labelled drawings or write their answers in sentences, as appropriate.</p>

Section 4: Who was Boudica?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • that sources about Boudica contradict each other • that there are different opinions about Boudica • to make a comparison of two accounts of Boudica which give different viewpoints • identify language features which demonstrate these differences. 	<p>Show the children images of Boudica. Ask them to describe what they see, drawing their attention to the differences in how she is portrayed. Discuss with the children what kind of person they think she was and why they think this. Ask the children to record their findings. Help them to find evidence that confirms or contradicts their ideas.</p> <p><i>Links with aspects of literacy: Read two different descriptions of Boudica. Ask the children to identify the different viewpoints within the stories</i></p> <p><i>Encourage the children to make contributions and present simple arguments in discussions.</i></p> <p>Ask the children to draw a picture of Boudica and write a short description of what they think she was really like. <i>T24: make use of paragraphing and the use of link phrases such as 'however', 'but', 'so', 'therefore'.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> • select information from pictures, which supports or contradicts other information • identify the different viewpoints in written descriptions of Boudica • identify language features which demonstrate these differences • produce a description of Boudica that draws on more than one source of information • improve writing through paragraphing and the use of link phrases such as 'however', 'but', 'so', 'therefore'. 	<p>Possible sources of information on Boudica are: text books, postcards, contemporaneous writers, <i>eg Tacitus, Dio Cassius</i>, pictures of modern interpretations, <i>eg statues outside the Houses of Parliament or in Cardiff city hall, pictures on book covers.</i></p> <p>Children could record their findings in a two-column grid with the headings: 'What we know', and 'Source of information', with prompts such as <i>hair, height, character, temper, colouring.</i></p> <p>This activity could be adapted by asking the children to make a labelled drawing of Boudica instead of a written description.</p>

Section 5a: What can we learn about the Roman settlement from first hand sources in Chester?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • about the Roman settlement in Chester during a residential visit in which they undertake a range of practical activities • from a museum visit, which incorporates first hand investigation of artefacts and Roman gravestones • to make short notes. 	<p>Visit to the Grosvenor Museum, where a 'dig' for artefacts takes place, followed by a comparison of these with modern equivalents. Study of Roman gravestones, where children carry out their own research on the people shown on these. Children could also make observational drawings of the artefacts and gravestones.</p> <p><i>Link with literacy: T21: children make short notes, eg by abbreviating ideas, selecting key words, listing or in diagrammatic form. The children could make labels or captions for their drawings.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> • develop their skills of historical enquiry through the use of Roman artefacts and gravestones • make short notes, eg by abbreviating ideas, selecting key words, listing or in diagrammatic form. 	<p>Most Roman sites have a visitors' centre or museum, where children have the opportunity to handle objects.</p> <p>Observational drawings of the artefacts could provide an opportunity to make links with literacy through labelling or writing sentences or short paragraphs about their drawings.</p> <p>Prior to the note-taking activity it will be useful to have a teaching/revision session on note-taking skills.</p> <p>There is also a need to identify, at the outset, the purpose of the note-taking, in this case, to gather information about the people mentioned on the gravestones.</p>

Section 5b: What can we learn about the Roman settlement from first-hand experiences in Chester?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> about the Roman settlement in Chester during a residential visit in which they undertake a range of practical activities about aspects of the past from a ghost walk around the town or site with ghost stories how writers create imaginary worlds. 	<p>A ghost walk around the Roman streets where children learn about aspects of life in Roman Chester and begin to establish the extent to which life was different from today.</p> <p><i>Link with literacy: T1, to understand how writers create imaginary worlds through the creation of ghost stories. Following the walk, children retell the ghost stories they have heard or tell new stories of their own, using the techniques they have identified.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> learn about Chester's past from stories understand how writers create imaginary worlds retell ghost stories or tell their own. 	<p>Stories are often the most evocative way of recreating the past and are readily understood by young children. The use of fictitious stories can emphasise to children the significance of the setting and highlight its past.</p> <p>It will be useful to use a model text or texts to show children the types of language and images, which writers of this genre might use.</p>

Section 5c: What can we learn about the Roman settlement from first-hand sources in Chester?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • about the Roman settlement in Chester during a residential visit in which they undertake a range of practical activities • to gather information about the past from a boat ride on the River Dee • to make contributions and ask relevant questions • to make short notes, <i>eg by abbreviating ideas, selecting key words, listing or in diagrammatic form.</i> 	<p>A boat ride on the River Dee, where children learn, through observation, about the uses the Romans made of the river, and of its significance in their settlement in the area.</p> <p><i>Link with literacy: make contributions and ask relevant questions.</i></p> <p><i>T21: children make short notes, eg by abbreviating ideas, selecting key words, listing or in diagrammatic form.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> • extend their understanding of how and why the Romans settled in Chester from a river study • make contributions and ask relevant questions • make short notes, <i>eg by abbreviating ideas, selecting key words, listing or in diagrammatic form.</i> 	<p>Most Roman sites have a significant geographical feature such as a river, hill, or coastal position. These features can be part of the discussion about why the Romans chose to settle there and what use they made of these features.</p> <p>The children may prefer to record the boat ride using cameras, and it might well be more practical to ask them to recall what they have learned and make notes following the trip. It will be helpful to make clear the purpose of these recording activities.</p>

Section 5d: What can we learn about the Roman settlement from first-hand sources in Chester?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> about the Roman settlement in Chester during a residential visit in which they undertake a range of practical activities about aspects of the past from a walk on the Roman walls <i>to ask relevant questions; to make short notes, eg by abbreviating ideas, selecting key words, listing or in diagrammatic form.</i> 	<p>A walk on the Roman walls, led by a 'Roman soldier'. The children can ask and answer questions about the past, listen and record the sights with cameras, video cameras or sketches.</p> <p><i>Link with literacy: ask relevant questions; T21: children make short notes, eg by abbreviating ideas, selecting key words, listing or in diagrammatic form. Their notes could be used to make informative captions to accompany their sketches or photographs.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> learn from a guided walk and role play about the lives of soldiers in Roman Chester ask relevant questions make short notes, <i>eg by abbreviating ideas, selecting key words, listing or in diagrammatic form.</i> 	<p>There are individuals and groups that perform role plays and carry out reconstructions, which can be hired out to perform at schools, <i>eg the 'Centurion' from the Grosvenor Museum, Chester.</i></p> <p>It will be helpful to identify the focus of the note-making and captions at the outset, <i>eg the key features of the Roman wall and town.</i></p>

Section 6: How did the Romans change Chester when they settled there?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • about evidence from a range of written sources that tells us about life in Chester • to ask and answer questions about what survived from the Roman settlement of Chester • to begin to learn how to evaluate sources in a simple way • to ask relevant questions, present simple arguments and take turns in discussions • to present their findings from research in a variety of ways. • 	<p>Children use information from their visit to Chester, a range of other historical sources provided by the teacher and the <i>Grosvenor Museum</i> website, to find out about the impact of Roman settlement on Chester.</p> <p>Through teacher-led discussion children could begin to make simple evaluations of the sources they have used. The children can ask relevant questions, present simple arguments and take turns in discussions.</p> <p>The children present their findings on the impact of Roman settlement on Chester in a variety of ways including written accounts, displays, role plays etc.</p> <p><i>Link with literacy (S1, S2; T 15, 16, 17 and 18.)</i></p> <p><i>They fill out brief notes made during the visit into connected prose: T22.</i></p> <p><i>They present their information from their research in simple formats, such as wall charts or labelled diagrams: T23.</i></p> <p><i>Link with ICT scheme of work, searching for information on a selected website.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> • select information about life in Roman Chester from a range of sources • begin to learn how to evaluate sources in a simple way • ask relevant questions, present simple arguments and take turns in discussions • present information to show the impact of Roman settlement on Chester. 	<p>It may be helpful to discuss with the children what kinds of sources are most useful, and to discuss how reliable different sources of information are.</p>