

## Spring 2 Year 3 - The Romans

Lesson/Date	Activities/Information
Lesson 1	<p><b>LO:</b> To know why the Romans invaded Britain</p> <p><b>Teacher Input:</b> Why did the Romans invade Britain? ppt</p> <p>Explain to the children that two different Roman emperors invaded Britain- Julius Caesar and Claudius Julius Caesar invaded part of Britain and then made peace with the tribes and left. Claudius was a 'weak' Emperor and invaded Britain to prove that he was strong and powerful. Inform the children that they are going to learn why the Romans invaded Britain and report back to the class. Show the PowerPoint and answer any questions. The following clips give more detail of the invasion.</p> <p>Show the YouTube clips stopping to discuss/explain any events as necessary.</p> <p><a href="https://www.youtube.com/watch?v=RIInq2thavq4">https://www.youtube.com/watch?v=RIInq2thavq4</a></p> <p><a href="https://www.youtube.com/watch?v=bh1bHPQhQ0U">https://www.youtube.com/watch?v=bh1bHPQhQ0U</a></p> <p><a href="https://www.bbc.com/bitesize/articles/z9j4kqt">https://www.bbc.com/bitesize/articles/z9j4kqt</a></p> <p>Explain to the children that the Romans invaded because Britain was a rich land full of resources that they wanted. Watch the BBC clip about why the Romans invaded Britain, addressing any questions as they arise. Can the children remember any reasons that the Romans invaded? What did they want from Britain?</p> <p>Task: Play a game of 'Ask the Roman'. Divide children into two groups- one with a set of cards giving reasons for the Roman invasion. The other children have to go around to and ask why the Romans why they invaded Britain. Then swap over.</p> <p>When children return to the carpet, the have to 'Beat the Teacher'. The teacher has all the reasons. Can they remember the reasons and collect the reason cards from the teacher? They have 8 chances to beat the teacher.</p> <p><b>Differentiation:</b> children work in mixed ability groups. Adult support where necessary.</p> <p><b>Skills:</b> Fact and knowledge, thinking, reasoning, explanation, questioning, development of vocab, SMSC/PHSE, Careers</p>
Lesson 2	<p><b>LO:</b> To know why the Romans invaded Britain</p> <p><b>Teacher Input:</b> Why the Romans invaded Britain ppt</p> <p>Recap on the previous learning. Can the children remember the reasons why the Romans invaded Britain? Play the 'Ask the Roman' game again to remind the children of the reasons.</p>

	<p><b>Task:</b> In books- Children to produce a poster giving some of the reasons why the Romans invaded Britain. Title 'Why did the Romans invade Britain? In the middle of the poster a picture of a Roman soldier. The reasons will be written in full sentences around the soldier. CT to Model some sentences and sentence openers for the children:  We invaded Britain because...  We invaded Britain so we could...  We invaded Britain because it had... , and we wanted to use it for...  The main reason we invaded Britain was because/so</p> <p><b>Differentiation:</b>  <b>HA/MA write their own sentences with reason and explanation.</b>  <b>LA - write their own simple sentence with reason</b>  <b>SEN - given sentences to select and stick in</b></p> <p><b>Skills:</b> Fact and knowledge, thinking, reasoning, explanation, questioning, development of vocab, SMSC/PHSE, Careers</p>
Lesson 3/4 Basilica Forum Baths Toilets Gate Amphitheatre Temple	<p><b>LO:</b> To know the features of a Roman settlement</p> <p><b>Teacher Input:</b>  <a href="http://www.bbc.co.uk/guides/ztqg4wx#zsx9d2p">http://www.bbc.co.uk/guides/ztqg4wx#zsx9d2p</a> (bbc settlements clip)  <a href="http://www.timetrips.co.uk/roman%20towns-towns.htm">http://www.timetrips.co.uk/roman%20towns-towns.htm</a> (plan of towns)  <a href="https://www.bbc.com/bitesize/clips/zq49wmn">https://www.bbc.com/bitesize/clips/zq49wmn</a> (how settlements were created)</p> <p>Roman Towns in Britain: 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. 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.</p> <p>Show the children the Roman settlement maps. What do they notice about the layout of them? Can they identify any of the street names? Why might the streets have these names? Think about their location.</p> <p>Show children the 3<sup>rd</sup> clip .Can the children remember any of the features of a settlement?  Then look at the 1<sup>st</sup> clip. Click on the images for further explanation of the features.  What do they notice about the way the roads are set up? (straight lines)  Why would the Romans do this?  Discuss where the features were placed in the town.  Why were there walls built around the settlements?  Recap on the vocabulary of the features and their use.</p>

	<p><b>Task:</b> Using a double page, children will draw their own Roman settlement. They will need to draw a key for each of the features.</p> <p><b>Differentiation:</b>  <b>HA/MA</b>  To create their own maps, drawing their own road layout and placing the features of the town appropriately. Children will need to label the features. Think about adding exits/entrances/gate  <b>LA/SEN</b>  Have a map template with features to cut out and place and label.</p> <p><b>Skills:</b> Fact and knowledge, thinking, reasoning, explanation, questioning, development of vocab, SMSC/PHSE, Careers</p>
Lesson 5	<p><b>LO:</b> To find out about how the Romans influenced the map of Britain</p> <p><b>Teacher Input:</b>  Recap on the previous learning discussing why the Romans built so many towns. What did they have in their towns? Can the children remember the correct names and what their function was?</p> <p>The Romans built roads connecting the major towns and cities. The cities of York (which they called Eboracum) and London (Londinium) were built by the Romans. Many cities which have 'caster', 'ester' or 'chester' (Roman for fort) in their name were named by the Romans. Can the children think of any places?</p> <p>Show a blank map of the UK. Do the children know where any of the major cities are?  Show the children the Roman map that they are going to be working from.</p> <p><b>Task:</b> children to use the Roman map and compare it to a marked map of the UK. Children need to find the modern names for the Roman towns. Children then complete the sheet showing the Roman and modern name. (Stick in the map for reference to in a later lesson and the town names sheet)</p> <p><b>Differentiation:</b>  <b>HA/MA:</b> identify and match the Roman to the modern city name. What do they notice about the city names, how they found them and any connections/similarities in the names.  <b>LA:</b> identify and match the Roman to the modern city names.  <b>SEN :</b> Adult support to find the 3 main cities on the map. Using name cards, match 3 of the Roman names to the map</p> <p><b>Skills:</b> Fact and knowledge, thinking, reasoning, explanation, questioning, development of vocab, SMSC/PHSE, Careers</p>
Lesson 5	<b>LO:</b> to understand how the Romans influenced the map of Britain

**Teacher input:** What did the children learn in the previous lesson?

What Roman/modern names of towns can the children remember?

What did they notice about the names of the towns?

What does suffix meant fort?

Show children the map showing the Roman towns. Point out the road names. Explain to the children that some of these road names are still in operation in London and other towns. Show the Roman map of London compared to the modern map. Can the children find Watling Street?

**Task:** Using the previously stuck in map, the children write directions from one given town to another using the Roman road names.

HA/MA: use directional language and answer all the questions fully. Using the Roman names for the towns.

MA: explain the route from one given town to another using current modern town names

LA: explain the route from one given town to another in terms of how many roads (London - Lincoln you would travel on one road)

SEN: Identify the nearest and furthest main town to London.

**Skills:** Fact and knowledge, thinking, reasoning, explanation, questioning, development of vocab, SMSC/PHSE, Careers