

Romans Unit: Unit 7

Class:	Teacher:	Study Title:	ES Outcome	People in Past	Level B/C
Term:	Date:	Duration:			
Knowledge and Understanding Attainment Targets Level B/C	Learning Outcomes for: Romans Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		Skills Attainment Targets Highlight the Emphasis for Teaching Level C	
<ul style="list-style-type: none"> Describe some features of life in the past for a chosen topic/ period – B. Suggest some simple types of evidence that would tell them about a given person/event development from the past – B. Put a series of events in chronological order – C. Describe ways in which people remember and preserve the past – C. Describe the diversity of lifestyles of people in the past, eg the life of a peasant as opposed to a landowner – C. 	<ul style="list-style-type: none"> To be able to suggest what kinds of evidence can give us clues to the past and how this can help us understand how people used to live archaeological evidence, eg Hadrian's wall, letters, artefacts). To know there are differences between the way the rich and poor people lived and those with different kinds of job, eg slave, Roman soldier, Emperor. To be able to put key events in Roman history in chronological order on a time line. To be able to describe a range of features of the period, eg homes, jobs, religion, education, technological advances. 	See ACTIVITY SHEETS starting at page 38.	<p>Level C Skills Pupils are able to: Preparing for the task:</p> <ul style="list-style-type: none"> plan a sequence of activities for tackling an enquiry, class or homework task. suggest relevant sources of information that might assist in a particular enquiry task. <p>Carrying out the task:</p> <ul style="list-style-type: none"> select and record specific information for a given purpose from a variety of sources available in the school or local community. select simple techniques to process/classify straightforward information in a variety of ways. distinguish in an elementary way between fact and opinion, fact/truth and fiction. <p>Reviewing and reporting on the task:</p> <ul style="list-style-type: none"> present findings in a report, communicating key points clearly. present conclusions giving reasons. 		

Romans Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)	Evaluation
<p>Language Reading for information/research, writing news article discovery of Roman artefacts, imagining a day in the life of an emperor/slave/soldier, etc report on museum visit to Crammond.</p> <p>Religious Education Life of Paul/Saul a Roman citizen, Roman occupation of Jerusalem at the time of Jesus, the early church.</p> <p>Art Life size soldiers in pastels, make shields, helmets, design Roman coins with silver/gold crayon on black circles of card.</p> <p>Drama Teacher in role in the court of emperor – organise an imaginary day at the palace for the children to act out.</p> <p>Maths Roman numerals.</p> <p>Mapwork Maps of Roman empire.</p> <p>Technology Look at technology of the time – how were roads built? Houses heated/plumbing, etc.</p>	<p>Visit Roman site at Crammond.</p> <p>Sound Learning tape on Romans.</p> <p>Water of Leith Drama Workshop Romans Tel: 0131 4557367 www.waterofleith.edin.org</p> <p>Francis Baker – Drama/Romans City Arts Centre 2 Market St Tel: 0131 529 3915</p> <p>Jacqueline Cuthbertson – Roman's</p> <p>Kar2ouch interactive software pack' Romans' from LTS 74 Victoria Crescent Road Glasgow G12 9NJ</p> <p>CD Roman – Anglia See details on LTS website.</p> <p>Kar2ouch products. Interactive software on Romans from IT Scotland. www.LTScotland.com</p>	<p>Jacqueline Cuthbertson Application for the Post of Roman Emperor Life in Ancient Rome – a Countess and an Emperor.</p> <p>(Notes as on Egypt page)</p>	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, presentation to class, brain storming, annotated diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focussed on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal booklet or file on a topic.</p>			

Romans Assessment Level B/C

Name:

Date:

- 4 Choose which of these you think would be the most important to keep to tell us about Life in Ancient Rome.
Explain why you chose this one.

Reasons for choosing this one
Pile of coins
Centuries clothes and kit
Hadrian's wall

2 Match these statements to the correct person – draw a line.

- Is in charge of a great empire EMPEROR
- Wears armour and a tunic
- Holds great banquets and entertains many guests
- Marches for miles and fights in battles SOLDIER
- Helps to build roads in countries that have been conquered
- Makes rules and laws which everyone must obey

3 Write a few sentences to say which part of the Study of the Romans you have enjoyed the most and why.

4 What new things have you learnt in this unit?

People in the Past			Sense of History	Romans B/C		
	ISBN	Author	Title	Price		
	0746035233	Amery, Heather	Rome and Romans	£2.99		
	0713646640	Breslin, Theresa	Across the Roman Wall	£4.99		
	0431080666	Chapman, Gillian	Romans, The: Art from the Past	£6.50		
	086020619X	Chisholm, Jane	Living in Roman Times	£3.99		
	1854344552	Chrisp, Peter	Ancient Rome	£5.99		
	0199171580	Connolly, Peter	Pompeii	£6.99		
	0746023715	Cox, Phil Roxbee	Qui Erant Romani?	£4.99		
	0746013396	Cox, Phil Roxbee	Who Were the Romans?	£3.99		
	0750222689	Dargie, Richard	Romans in Scotland	£5.99		
*	1841380652	Ganeri, Anita	Legacies from Ancient Rome	£9.99		
	0750223669	Ganeri, Anita	History Starts Here: Romans	£9.99		
	0431053782	Ganeri, Anita	All in a Day's Work: Emperor and Gladiators			
	1854343637	Haslam, Andrew	Roman Empire	£5.99		
	0749641711	Hewitt, Sally	Romans (Footsteps)	£4.99		
*	0431056072	Hodge, Susie	Ancient Roman Art	£5.99		
	0750225521	Hull, Robert	Romans in Britain	£4.99		
	1860070728	Guy, John	Roman Life	£3.99		
	0431053227	James, Louise	Romans, The	£10.99		
	0863184456	James, Simon	Ancient Rome	£9.99		
	0749639105	Jay, David	Reading About Ancient Romans	£6.99		
	0749638028	Kerr, Daisy	Worldwise: Ancient Romans	£4.99		
	0744577136	Langley, Andrew	Roman News	£4.99		
	0750232625	Levy, Patricia	Ancient Rome: People Who Made History	£5.99		
	0749636432	Malam, John	Myths and Civilisation of the Ancient Romans	£11.99		
	0582092922	Mason, James	Roman Britain (Pack of 5)	£46.50		
	1841218855	McCaughrean, Geraldine	Romulus and Remus	£6.99		
	0750022833	MacDonald, Fiona	Roman Fort	£4.99		
	0750025948	McNeil, Sarah	Ancient Romans at a Glance	£4.99		
	0750223626	Sheehan, Sean	Ancient Rome	£10.99		
	1861730004	Steele, Philip	In Roman Times	£9.99		
	0753404117	Unknown	Ancient Rome	£5.99		
	075002268X	Warlow, Aidan	Who Was Julius Caesar	£10.99		
	0431059756	Whittock, Martyn J	Beliefs and Myths of Roman Britain	£5.99		
	0431059691	Whittock, Martyn J	Defenders of the Roman Empire	£5.99		
	0431059632	Whittock, Martyn J	Living in Roman Britain	£5.99		
*	0749638184	Wood, Richard	On the Trail of the Romans in Britain	£5.99		
*	0750226757	Wood, Richard	Day in the Life of a Roman Centurion	£4.99		
	0707803306	Copeland, Tina	Investigating Romans	£3.99		
	0750030631	Johnson, Stephen	Living in Roman Fort	£10.99		
	0750030593	Johnson, Stephen	Living in Roman Fort	£5.99		

People in the Past			Sense of History	Romans B/C		
	ISBN	Author	Title	Price		
	0750026286	Masters, Antony	Roman Myths and Legends	£9.99		
	0750026308	Masters, Antony	Roman Myths and Legends	£4.99		
	0750225904	Dargie, Richard	A Look Inside a Roman Villa	£9.99		
	1860397530	McCaughrean, Geraldine	Orchard Book of Roman Myths	£12.99		

Activities to Match Units

Romans Level B/C

How People used to Live – Introducing the topic

Use an invented character to introduce the topic. Show children a picture of a roman soldier. Give him a name and ask the children to guess who he is and where he is from. Establish that he is Hadrian, a Roman from the past. He lived in the Roman Empire before Jesus' birth. How do we know he is from the past? Elicit from the children that we can use visual clues as evidence. Ask the children how we can find out more about Hadrian's lifestyle and Roman times.

Elicit that evidence can be gathered from books, artefacts and documentary programmes. Complete Hadrian's personal passport.

Map Work

Where is Rome? How big was the Roman Empire? Give the children a simple map of Europe on which they will mark Rome and colour the extent of the Roman Empire. Define the Roman Empire.

(www.brims.co.uk/romans is a good site giving a general overview of the topic and a clear map of the Roman Empire.)

Pinpointing Key Locations

Study of Hadrian's Wall. Mark the location of the wall on a map of Britain. Discuss the purpose of the wall and what the remains tell us about the Romans.

Creating a Timeline

Introduce the abbreviations BC and AD. Create a class timeline from 753BC (the founding of Rome) to 476AD (the end of the Roman Empire in the west). Mark on the birth of Jesus and discuss the numbers getting smaller towards the birth of Jesus and then larger again as the timeline moves on from the birth of Christ. Introduce 'Famous Faces of Rome' by giving the children named portraits of key figures from the Roman Empire with their significant dates. The children should demonstrate their understanding of chronological order by placing them at the correct points on the line. Do the same for key events.

Using Evidence

Create a box of roman artefacts using pictures from the Internet and books and some replica artefacts from the resource library at McDonald Road. The artefacts should give some insight into life in Roman times so that the children can be 'history detectives' and use the materials to answer questions. In role as 'history detectives', sketch each artefact and annotate. Display the artefacts and pictures of artefacts to create a 'history detectives' research station.

Differences between Rich and Poor – Group Work

In groups of 3 or 4 the children will research a different roles within Roman Society. Using books and Internet sources the children will research and produce a group presentation to the class.

Once the information has been presented give the children a list of roles and as a class decide which roles would be given to the poor and which would be taken by the rich to begin to establish that life was very different for rich and poor.

Features of the Period

Look at the importance of food and entertainment to the Romans. Continue to compare and contrast the lives of the rich and poor by looking at the different experiences at a banquet. Worksheet or jotter task with heading ‘At the Banquet’ and sub headings of ‘Poor’ and ‘Rich’.

This stage of the plan can be continued for as much time as is available. Key features of the period to be researched include a study of homes, education, Roman roads and place names, clothes, Roman baths, Roman numerals and the Roman calendar. Pupils can research specific aspects of the topic and present their findings in a written or illustrated report.

The Roman Empire Official Passport



Name

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Date of Birth

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Address

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Occupation

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