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| Learning objectives  During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:   * **Identify** and **describe** the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius; * **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43; * **Interpret** primary sources of historical evidence to **describe** the physical appearance of Boudica and make a **judgment** about the **causes and effects** of her harsh treatment by the Romans; * **Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision; * **Understand through explanation** the difference between historical evidence and legends and folklore; * **Distinguish** between historical evidence and legend and folklore in relation to the ‘historical’ figures of King Arthur or Robin Hood; * **Explain** what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain; * **Identify** and **describe** the main design features of Hadrian’s Wall and **explain** why it proved necessary for Emperor Hadrian to order its construction in AD 122; * **Identify** and **describe** the key features of the layout of typical Roman towns in Britain and **explain** why historians know so much about how they were designed and built; * **Describe** what a gladiator was and what occurred at gladiatorial games; * **Explain** who ianistae were and why they owned and trained gladiators in private schools; * **Understand through explanation** why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians; * **Explain** why some Romans held different perspectives about gladiatorial games and how they **justified their viewpoints**.   Key Subject Vocabulary  Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.  NOTES  NOTES  NOTES  NOTES  NOTES  NOTES  NOTES  NOTES | Purpose and context  Britain formed part of the Roman Empire for almost 400 years and during that time it underwent significant changes, which, in turn, set in motion developments that have continued to influence the direction of the country ever since. It is impossible in one enquiry to cover adequately all of the important social and economic changes that occurred in British society over such an enormous time span, and no attempt has been made to achieve this. Rather, pupils are encouraged to investigate in-depth questions about some of the important changes that occurred as well as studying aspects of Roman life they already have some awareness of.  First, the concept of invasion is explored. For the first time in British history a foreign power, with an already extensive European and African empire, planned and executed a very expensive and ultimately successful invasion. Why? What was it about Britain at this time that the Romans wanted? Why go to all that effort and expense? In progressing their thinking, pupils come to understand that what the Romans really wanted were natural resources and further living space to exploit. This conceptual understanding is crucial to comprehending why countries have invaded and occupied other nations ever since, as illustrated later by both the Anglo-Saxon and Viking invasions of Britain.  Second, pupils are invited to explore why at one point in their occupation the Romans were only one battle away from being forced to retreat from Britain. Here they are introduced to the historical heroine that is Boudica. Having entered into a peaceful agreement with Boudica and the Iceni tribe, what was it that the Romans did that led to such an uprising that destroyed three of the most important Roman towns in Britain? As well as this, pupils have an opportunity to reflect on another significant historical concept – that of historical evidence compared with legend or folklore. When it comes to Boudica, where does the truth lie?  The Roman occupation represents the first time in British history that written evidence of ways of life appear. It is therefore officially the beginning of British ‘history’, as opposed to its ‘prehistory’ (during which evidence of ways of life is based on artefacts rather than anything written). For this reason, opportunities are taken to ask questions (in Ancillary Question 3) about a primary source of historical evidence and what it might suggest to us about how some Romans (in this case, two high-ranking women) were living at the time.  Because the Romans used stone, brick and cement in the construction of fortifications and towns throughout Britain, it means that extensive ruins remain. Historians have used these as primary evidence from which to make suggestions about how they might have lived. The largest Roman ruin in Britain is Hadrian’s Wall in northern England, and pupils spend some time thinking about why Emperor Hadrian constructed it, after 50 years of the Roman Empire (in which it had failed to vanquish the Picts in what is modern-day Scotland).  Perhaps one of the greatest changes that occurred in Roman-occupied Britain was in the places where people lived. Prior to the Romans’ arrival, life in Britain was essentially rural in character and countryside-based. The Romans, on the other hand, were urban dwellers and saw towns as the epitome of a cultured and modern life. In Ancillary Question 5, pupils are encouraged to analyse evidence of ruins in several Roman towns in Britain (such as Lincoln, Chester, York and Bath) and to suggest what these tell us about the way such towns were designed and for what purpose.  If pupils have any awareness or existing knowledge of the Romans and the Roman Empire, it is likely that gladiators will feature at some point. In the final line of enquiry, pupils are challenged not only to understand what gladiators were, but what they represented and why gladiatorial combat at free public events or games was such an important aspect of Roman life. Why did high-ranking Roman officials organise these very expensive events to entertain the plebeians or lowest social classes? Pupils are encouraged to consider the role of Roman ianistae and their gladiatorial training schools. They end the enquiry by looking at a further piece of primary evidence which suggests that not all wealthy Romans approved of the spectacle.  National Curriculum coverage History  Pupils should be taught about:   * the Roman Empire and its impact on Britain.   Connections to the subject content of other curriculum areas  Language and literacy  Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.  Spoken language  Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.  Reading and writing  Teachers should develop pupils’ reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.  Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations – such writing supports them in rehearsing, understanding and consolidating what they have heard or read.  Vocabulary development  Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils’ current knowledge. They should increase pupils’ store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.  In addition, it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.  Numeracy and mathematics  Teachers should use every relevant subject to develop pupils’ mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the National Curriculum.  Teachers should develop pupils’ numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.  Computing  Pupils should be taught to:   * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.   Geography  Pupils should be taught to:  Location knowledge   * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   Geographical skills and fieldwork   * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.   Ancillary Question 1: Why did Emperor Claudius invade Britain?  Show the pupils the marble bust of Emperor Claudius in Resource 1 together with the map of the Roman Empire (Resource 2) just before the invasion of Britain in AD 43. How many years ago is that? Explain that Romans originally came from the city of Rome in the present-day country of Italy. By the time they invaded Britain, they ruled lands from one end of Europe to another (shaded in on the map in Resource 2). Explain that many lands controlled by one country like this is known as an empire and the leader of that empire is known as an emperor or empress. In AD 43, the leader of the Roman Empire was Claudius.  Using a copy of the map in Resource 2 and the modern-day map of Europe and North Africa in Resource 3, encourage the pupils to make a list of all the modern-day countries of Europe and North Africa that formed part of the Roman Empire in AD 43.  Next, ask the pupils to speculate why Emperor Claudius may have wanted to add the lands of Britain to the Roman Empire. Invading Britain would have taken a lot of time and expense – assembling armies from Rome, constructing ships to carry the army over the English Channel and manufacturing weapons and armour. Why go to all that effort? There must have been compelling reasons, but what were they? Take feedback and write ideas on the board.  To extend historical thinking here, tell the pupils that there were four main reasons why the Romans invaded Britain. The first was that Britain had many raw materials, which the Romans needed to supply their empire. Can the pupils work out what each of the six raw materials shown in Resource 4is and how the Romans might have used it?   1. The Romans knew that Britain had **lead** mines. This metal was in great demand for making pipes that could carry water into homes and human waste out of it – plumbing! 2. Britain had thick **forests**, and supplies of wood were desperately needed by the Romans for shipbuilding, construction of homes and as a source of heat and light 3. The tribes of Celts who were living in Britain at the time of the invasion kept millions of sheep. Supplies of **wool** were very important to the Romans and in great demand, especially for making clothes such as togas. 4. Sheep and cows provided **leather hides**, which were needed by the Roman army for jerkins, belts, boots, saddles, harness and strap work – but mostly for military tents 5. There were **gold** mines in Britain, and the Romans required large quantities of gold for making jewellery and also coins for trade; 6. The Romans made most of their coins (which they used for currency) out of **silver** and there were silver mines in many parts of Britain.   One very important reason for Claudius invading Britain in ad 43 was to obtain raw materials that were needed throughout its huge empire. A second very important reason is shown in Resource 5.What do the people in the images have in common? They are slaves. Millions of slaves were used by the Romans across their empire. They worked for very long hours in very harsh conditions as labourers in the fields or constructing buildings and roads; nursemaids and servants in the homes of high-ranking Romans; as well as miners and galley slaves in ships. And, of course, as gladiators – fighting to the death in arenas and amphitheatres as entertainment. The population of Britain would have been between three and four million at the time of the invasion, and therefore a rich source of new slaves to serve the Romans throughout the empire.  Resource 6 contains the following quote from the greatest Roman poet, Virgil:  *Roman, remember by your strength to rule Earth’s peoples – for your arts are to be these:  To pacify, to impose the rule of law and morality,  To spare the conquered, battle down the proud.*  Read it through with the pupils and, by discussing some of the key vocabulary, encourage them to consider what it might mean. Explain that it tells us something very important about how the Romans viewed themselves and why they felt it was their duty to conquer new lands and extend the empire to include places such as Britain. Virgil was reminding Romans that they are the most civilised people in the world and that, as such, they have a duty and responsibility to go out and conquer nations. That way, he says, more people can enjoy the same advanced ways of living as the Romans.  Finally, Claudius desperately wanted to prove that he was a strong leader by being the first Roman emperor to conquer Britain. It was really important to Claudius to succeed where the great Julius Caesar – who created the Roman Empire and built it up to become so powerful – had failed. Julius Caesar (Resource 7) tried, and failed, twice: in 55 bc and 54 bc. Although Julius Caesar had 80 ships and around 12,000 men in 55 bc, there hadnot been enough time to plan the attack properly. The Britons fought bravely (Resource 8) and held back the Romans. Caesar was defeated. A year later, he tried again, with a bigger army of 30,000. Although he was able to beat the Britons back this time, the weather destroyed many of his ships and he returned, unsuccessful, to Rome. He never returned. Claudius was determined to do whatever it took to succeed where the great Emperor Caesar had failed!  As a summative exercise for this ancillary question, pupils could produce a short piece of explanatory writing that synthesises the main reasons for the Roman invasion of Britain and uses the appropriate conventions (Resource 9) and connectives (Resource 10).  Ancillary Question 2: Why did the Romans almost lose control of Britain? (War with Boudica)  Explain to the pupils that in ad 59 some Roman soldiers made a big mistake that almost resulted in the Romans losing control of Britain and having to retreat back to Rome. The mistake involved the treatment of a woman called Boudica and her two daughters. At the time, Boudica was Queen of the Celtic Iceni tribe, which occupied most of East Anglia (present-day Norfolk, Suffolk, Cambridgeshire and Bedfordshire).  Resource 11 contains a number of descriptions of Boudica and quotations from speeches she gave. They are primary sources of historical evidence, because they were written 2,000 years ago by two Roman historians (Cassius Dio and Tacitus) at the time when Boudica was alive. Distribute copies of the extracts and read them through with the pupils, identifying and explaining key vocabulary. Discuss with the pupils what the sources tell us about:   * the physical appearance of Boudica * what happened to her and her daughters that made her so angry * what happened when the Romans treated her very badly.   Now challenge the pupils to rewrite the first extract of the description of Boudica in modern English. How would she be described today – what modern-day synonyms would we use instead of archaic words (words that were once common in English but have fallen out of use or have changed their meanings – such as *tawniest, tunic, mantle, attire*)?   * *tawniest:* an adjective meaning ‘of an orange-brown colour’ * *tunic*: a noun used for a loose sleeveless garment reaching to the knees, worn mostly by men * *mantle*: a noun referring to a loose sleeveless cloak or shawl worn by women * *attire:* a noun meaning ‘clothes or clothing’   Explain to the pupils that Boudica and her husband King Prasutagus were the wealthy rulers of the Celtic kingdom of the Iceni tribe when the Romans invaded Britain. They decided to work with the Romans rather than oppose them. In return, the Romans allowed Prasutagus and Boudica to remain as rulers of the Iceni. The tribe were charged lower taxes and were allowed to keep their land. Everything was fine until Prasutagus died in ad 59. Before his death, he made a will leaving half of his land and fortune to the Romans and half to his wife Boudica and their two daughters. He hoped his will would protect his family and avoid trouble with the Romans. It did not. Roman soldiers arrived, and as the Roman historian Tacitus recounts:  Kingdom and household alike were plundered like prizes of war...The Chieftains of the Iceni were deprived of their family estates as if the whole country had been handed over to the Romans. The king's own relatives were treated like slaves.  Roman soldiers helped themselves to everything Prasutagus had left behind – land, money and all his possessions. Worse than this, the Roman soldiers decided to teach Boudica a lesson that would make her submit to them by whipping her and her daughters in front of the members of her tribe. They took all of the land off the Iceni and forced her tribespeople to become slaves.  Boudica sought revenge for her treatment, and that of her family and tribe, at the hands of the Romans. She decided to form an army and pleaded with the leaders of other Celtic tribes to join her in opposing the Romans – better to die on the battlefield as free men and women than to live as Roman slaves, she said. She marched at the head of her army, first to the Roman capital city of Colchester. She took the Romans by surprise and set the city ablaze. Her fighters ransacked the burning houses and savagely killed anyone they found. Thousands of Romans fled to the temple for protection, but Boudica’s army surrounded and attacked it. After two days, the stone temple was completely destroyed and everyone who had taken shelter in it was dead.  Next Boudica and her army marched on London and destroyed and looted the city, again killing anyone they could find. Then they travelled on to St Albans and, in another brutal attack, they destroyed that town, too.  By this time, Suetonius Paulinus – the Roman governor of Britain – was on his way back with an army of two legions (10,000 men) from North Wales, where he had been putting down a rebellion led by Celtic religious leaders called Druids. Boudica urged her followers of 200,000 men and women to make one last supreme effort and to march to meet and attack the Roman army as it returned from Wales. The two armies came face to face in ad 60 or 61 somewhere between London and North Wales. The exact location of the battle remains unknown.  Now ask the pupils to compare and contrast the details of the two armies that faced each other in Resource 12 and Resource 13, and to reach a judgment about how they think the battle turned out and to justify their conclusion. Remind them that the Romans had just 10,000 men and Boudica’s army was 20 times larger. Also provide them with Resource 14, the extract of Paulinus’ speech, recorded by Tacitus, to his legions on the eve of the battle. Encourage discussion and reasoning.  Despite outnumbering the Romans and attacking their ranks for many hours, Boudica’s army failed to break through. Although the Romans had just 10,000 soldiers, they were professional and well prepared for battle. They lined up in tight rows and locked their shields together to form a solid wall of armour. Boudica’s army was untrained and very few wore armour. The Romans held their ground. As Boudica’s fighters began to tire, the Romans went on the attack, pushing into the enemy and hacking at them with their swords. The rebels panicked and tried to retreat, but they were trapped by their own wagons. The battle was over. Over 80,000 of Boudica’s fighters died at the hands of the Romans, who showed no mercy. Paulinus reported that only 400 Roman legionnaires were killed in the battle.  Paulinus had his revenge on Boudica, but it had been a very close-run thing – a lucky escape. The Romans had almost lost control of Britain – all because of the way that some soldiers had treated Boudica. News of Boudica’s defeat spread quickly throughout Britain. If other tribes had plans to rebel against the Romans, this stopped them once and for all. There were no further rebellions and Britain stayed in Roman hands for another 350 years.  Finally, tell the pupils that no one knows what happened to Boudica. Some stories say she died on the battlefield, cut down by Roman swords. Other accounts describe how she and her daughters each took poison to avoid being captured. Some people even suggest that she may have escaped the battlefield and reappeared years later in Scotland. Explain to them that much of Boudica’s life is legend or folklore – stories handed down through hundreds of years by word of mouth, widely believed but impossible to prove to be true or false. Remind them that the only historical evidence we have of Boudica is the material written by the Roman historians they looked at in Resource 11. The rest is legend and folklore.  If desired, at this point, pupils could begin an extended piece of homework researching either King Arthur and the Knights of the Round Table or Robin Hood. The objective of this is to summarise what historical evidence we have about their existence, as opposed to what can be considered legend or folklore.  Ancillary Question 3: Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?  Give each pupil a blank postcard and a copy of the image in Resource 15. Explain to them that a remarkable discovery was made in 1973 by an archaeologist excavating a Roman fort in the north of England – and that they now have a copy of it. It was a short letter written in ink on a thin piece of wood about the size of a postcard. It was written about AD 100 (how many years ago is that?) by Claudia Severa, wife of the fort commander, to another woman, Sulpicia Lepidina. It is the oldest surviving handwritten document ever discovered in Britain. It was discovered along with another 751 letters written in the same way on wooden tablets at Vindolanda (Resource 16 – also Resource 17, which shows a reconstruction of the gatehouse of the fort) in northern England.  Claudia wrote the letter in Latin (the language of ancient Rome and its empire). Encourage the pupils to think about why it was so important to Claudia for Sulpicia to come and see her? What could the reason be? Perhaps she was ill or in danger, or had something confidential to tell her that she could not risk writing down in case it was discovered? Was it something to do with the fort or her husband, the fort commander? Encourage feedback and develop thinking. Remember it was 1,900 years ago and most of Britain was under Roman rule.  Now give out copies of Resource 18, which is a translation of the letter:  *Claudia Severa to her Lepidina – greetings!*  *“On 11 September, sister, for the day of the celebration of my birthday, I give you a warm invitation to make sure that you come to us, to make the day more enjoyable for me by your arrival.*  *Give my greetings to your Cerialis. My Aelius and my little son send him their greetings. I shall expect you, sister.*  *Farewell, sister my dearest soul, as I hope to prosper, and hail.”*  *To Sulpicia Lepidina, wife of Flavius Cerialis, from Severa."*  Support the pupils to write (as Sulpicia) a short letter (on the blank postcard) back to Claudia, accepting the invitation and using the same style and language. What else might she have written in response? Perhaps she could have asked what time the party began or whether she could bring her child and husband, or if Claudia wanted her to bring some food to contribute to the party. What about presents? What might she have taken as a birthday gift for her friend? Being married to the fort commander would have given Claudia very high status amongst the Romans in Britain, as well as many privileges, such as lots of slaves and considerable wealth compared with most people. Jewellery – including necklaces, earrings and bracelets – was very popular with wealthy Roman women, and was worn to signify their high rank and status. Brooches (or *fibulae* in Latin) (Resource 19), which were used to fasten garments such as toga cloaks (Resource 20), were the most common items of jewellery worn by upper-class women, and designs that incorporated the use of animals, birds and fish were particularly sought after. Now encourage the pupils to draw a design for their own brooch as a birthday present from Sulpicia to Claudia. It should include an animal, bird or fish and of course a hinge and pin, like safety pins do today. Have a number of these – and perhaps a modern-day brooch or badge – available for the pupils to examine during this task.  Ancillary Question 4: Why were Claudia and Sulpicia living at Vindolanda? (Hadrian’s Wall)  Tell the children that Claudia and Sulpicia were living in the fort at Vindolanda because their husbands were both senior officers in a Roman legion based there. Legions were the largest unit of the Roman military and consisted of 5,000 men. The legion at Vindolanda was there to guard something very important to the Romans. What do the pupils think the legion was guarding? Encourage discussion and speculation: what would have been so valuable to the Romans that they allocated so many men to the task?  Now tell the pupils that you are going to show them what they were guarding. In fact, they were not guarding it on their own: there were at least two other legions tasked with the same responsibility, so at least 15,000 Roman soldiers. Show the pupils the photograph in Resource 21. You may wish to show pupils a short film about Hadrian’s wall, many of which can be sourced through simple web searches, such as the films produced by the British Museum at [https://www.youtube.com/watch?v=dCSH7ok7ejI](https://www.youtube.com/watch?v=dCSH7ok7ejI%20and%20the%20BBC%20at%20https://www.bbc.co.uk/education/clips/zhq76sg)  and the BBC at <https://www.bbc.co.uk/education/clips/zhq76sg>.  What is it? Do any of the pupils recognise it or know its name? It’s the wall that Emperor Hadrian ordered to be built across northern Britain in ad 122. It runs from east to west for 116 kilometres and is 5 metres high and 4 metres wide – which allowed room for walking soldiers to patrol day and night. Every 2 kilometres along the wall, there was a fortified gate that allowed the Romans to control who passed through in either direction (Resource 22). Approximately every 11 kilometres along the wall, there was a fort of soldiers such as the one in Resource 23.  Why did the Romans go to such expense and trouble to build such a huge wall and to keep it guarded night and day by soldiers?  Now read through the passage in Resource 24 with the pupils. Ask them to use three colours and:   * in red, underline the sentences that tell us what the Picts did that made it so difficult for the Romans to defeat them * in green, underline a sentence explaining why Emperor Hadrian was not prepared to continue to try to defeat the Picts * in blue, underline a sentence that sums up the main reason why Emperor Hadrian built a wall across northern Britain.   Ancillary Question 5: How do we know so much about the towns the Romans built in Britain?  Explain to the pupils that perhaps the greatest change that occurred in Britain during its occupation by the Romans was the building of its first towns. Before the arrival of the Romans, Celtic tribes lived in small villages in the countryside. As soon as they gained power in Britain, the Romans set about building towns in which to live and from which to govern the peoples they had conquered. The Romans felt that towns showed the Celts just how modern, educated and cultured they were, and they encouraged the Celts to build towns too. The Romans used stone and brick to build their towns and most of them had the same design.  Now tell the pupils that you are going to challenge them to draw and label the layout of a typical Roman town based on a description only. Explain that the objective is to see how closely their labelled drawing resembles the reconstruction by a professional artist that you are going to show them later. Give each pupil a piece of A3 plain paper and a copy of Resource 25. Read through the description carefully with the pupils, making sure you clarify key vocabulary and then allow plenty of time for the drawing activity.  Encourage the pupils to present their labelled drawings to the rest of the group and to explain their own layout of the features described. Now distribute copies of the typical Roman town in Resource 26 and give the pupils an opportunity to discuss similarities and differences with their own design. What is missing from the drawing by the professional artist in Resource 26 that they have included in their own labelled drawing?  Now ask the pupils how it is that historians and archaeologists know so much about what Roman towns were like? After all, they were built around 2,000 years ago! Develop discussion around the pupils thinking about ruins and the fact that a good deal of what the Romans built in their towns can still be seen today. Many of the towns the Romans established across Britain have subsequently grown into cities in more modern times, but what the Romans laid down originally can still be seen in many places. Romans built their towns out of bricks and stone, which meant that they lasted well. The three largest Roman towns were London, Colchester and St Albans. Other important Roman settlements included York, Chester, Bath and Caerwent (the biggest Roman town in Wales). See the map in Resource 27, which also shows the location of Hadrian’s Wall.  We know so much about how the Romans laid out their towns in Britain because of the remains they left behind, which are still being unearthed by archaeologists today. For example, tell the pupils that you are now going to show them photographs of the remains of seven features of Roman towns that they have learned about and included in their labelled drawings. See if they can match the correct feature to the seven photographs of Roman remains in Resource 28 (taken in the towns and cities of Caerwent, Bath, York and Chester):   1. statue (of Emperor Constantine in York) 2. Roman bath house (Bath) 3. part of a Roman wall and gateway (York) 4. theatre (Chester) 5. gardens (Chester) 6. basilica (Caerwent) 7. forum (Caerwent) 8. amphitheatre (Caerwent).   Ancillary Question 6: Why did the Romans organise gladiatorial games?  To begin, show the pupils the images in Resource 29. All of these are of Roman murals or wall paintings and mosaics (pictures made from arrangements of small fragments of stone or glass). What do they show? Encourage discussion and develop thinking by asking whether any of the pupils know the name the Romans gave to these fighters – gladiators. Explain that it was common in Roman times for wealthy leaders such as senators, governors, noblemen, army generals and the emperor himself to provide free entertainment for ordinary men and women who lived and worked in the towns and the surrounding countryside. These events, known as gladiatorial games, would be organised in larger towns as frequently as once a month. As well as free entry, the spectators would also often receive complimentary food and drinks. Unsurprisingly, the gladiatorial games were very popular and at smaller amphitheatres it was common for the public to camp out overnight to be sure that they were among the first to gain entry to the amphitheatre the next morning. The games could last any length of time from a day to a week, depending on the wealth of the sponsor. In the largest amphitheatres in the Roman Empire, such as the Colosseum in Rome (Resource 30), as many as 80,000 people could be seated at one time. Just imagine the noise and smell!  During the games, gladiators were paired up to fight either each other or wild animals, such as lions or bears. Gladiators were mostly slaves, condemned criminals, prisoners of war, soldiers who had lacked bravery on the battlefield or deserted and Christians who had been arrested for encouraging people to believe in Jesus Christ and his teachings rather than the many Roman gods. The fighting was always brutal and often ended in the death of one of the gladiators, but not always. If the crowd considered that the defeated gladiator had shown strength, skill and courage, they would shout loudly for the sponsor to spare him his life and raise upright thumbs. Both victorious and spared gladiators would return again to fight new opposition. On average, a victorious gladiator only survived seven or eight further contests. See the short video from the Royal Ontario Museum called *Life in Rome: Gladiators* at [www.youtube.com/watch?v=wiEWMTQrxX8](https://www.youtube.com/watch?v=wiEWMTQrxX8)  Gladiators were owned by an ianista (pronounced lanista) and trained at his gladiator school. An ianista could become very wealthy by persuading the organiser or sponsor of the games, such as a senator or even the emperor, that his gladiators would provide the best entertainment for the crowds because they were the strongest, fittest and most skilled combatants available. The games sponsor would then hire them from the ianista to perform for as long as the games (or the gladiators) lasted. Victorious gladiators would return to their ianista and school to be prepared for the next games. In order to increase the chances of his gladiators succeeding at and surviving the games, the ianista would treat them well, including giving them nutritious food and comfortable living quarters. A web search for ‘Gladiator Superpowers’ and ‘Gladiator Schools’ will source a number of films which provide further background information about the preparation and training of gladiators, which can be shown with discretion to the pupils.  Now encourage the pupils to imagine that they were an ianista and owned a gladiator school in Britain during the time of the Roman occupation. How could you go about persuading a potential games sponsor to hire gladiators from your school rather than from a rival one? Explain to the pupils that in Roman times the walls of buildings in busy public spaces, such as around the forum in town centres, were commonly covered with posters and murals (pictures painted onto the wall itself). Some of these posters were announcements, such as details of new laws and regulations, or the conviction of prisoners or details of runaway slaves. Others were messages from elected officials such as magistrates, telling voters to trust them to be fair and honest and to vote for them again. Provide each pupil with a large A3 piece of plain paper. Then challenge them to create a poster about their gladiator school, focusing on why it produces the best gladiators, with the objective of persuading potential games sponsors to hire gladiators from you and not from someone else. The purpose is to persuade, so learning, reviewing and applying the conventions of persuasive writing (Resource 31) will be important preparation for the task. Encourage the pupils also to think about:   * a suitable name for their gladiatorial school * the inclusion of a compelling image – perhaps of your school’s most famous gladiator * reasons why you produce the finest gladiators – those who are the bravest, fittest and best trained – that the crowds will thrill to * the very reasonable prices you charge for a day, week or month of games * great successes that some of your gladiators have achieved in previous games * testimonial quotes from previous important sponsors such as the emperor saying how pleased they were with the gladiators you provided and how they would hire from you again.   Finally, ask the pupils to consider why sponsors went to so much trouble and expense to organise free entertainment for the lower social classes (referred to as plebeians) and by the ruling classes. Ask the pupils to imagine if their local Member of Parliament laid on a free fun day, including bouncy castles, swimming, horse riding, mountain biking and as much food and drink as people could manage. Why might she or he do this? They could, of course, do it out of goodwill and charity, but what else might be their motive? Another reason is that they might wish to be looked on favourably by young people, who in time will remember them kindly and vote for them in an election.  For elected Roman officials such as senators, magistrates or consuls, sponsoring games was an important way of remaining popular with the plebeians. Hopefully, when it came to the next elections, they would remember your generosity and vote for you again (what we might call today ‘cash for votes’). The games also served as a warning to the plebeians: this is what would happen to them if they defied the emperor and the rule of Rome. Justice would be swift and brutal for anyone who considered being a rebel and rising up against the occupying force. If you chose to disobey the rule of Rome, you might very well find yourself as a gladiator in the arena, providing entertainment for others.  Not all Romans enjoyed the spectacle of gladiators fighting to the death in the arena. Seneca, a famous and very influential Roman philosopher (someone who studies human nature and the meaning of life) described his feelings to his friend Lucilius in a letter (a piece of primary historical evidence) after attending a gladiatorial games – see Resource 32. The fights that Seneca saw were mostly those between convicted criminals, who had to fight without any armour. Read this through with the pupils, paying particular attention to key vocabulary. What was Seneca hoping to enjoy at the games? How does he describe what he witnessed – ‘butchery’? How does he react to how he sees and hears the crowd behaving? Why is it that Seneca warns his friend not to attend? What does he feel the risk will be to someone who values the dignity of all human life if they go to the games – ‘corrupted’? |
| ***NOTES*** | Assessment  This enquiry presents several opportunities to evaluate at different stages how the pupils are progressing in History through the mastery of key historical skills and outcomes. It is not intended necessarily that all of the following learning activities should be assessed. Rather, the list can be used as a general guide for selecting perhaps one or two assessment opportunities relevant to individual pupils rather than on a whole group basis.   |  |  |  | | --- | --- | --- | | **Ancillary Question** | **Learning objective** | **Evidence** | | 1 | **Identify** and **describe** the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius | Map interpretation | | 1 | **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43 | Explanatory writing  Discussion and questioning | | 2 | **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43 | Discussion and questioning  Description of Boudica, using modern English synonyms for more archaic vocabulary | | 2 | **Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision | Discussion and questioning | | 2 | **Understand through explanation** the difference between historical evidence and legends and folklore | Discussion and questioning  Also see homework report on either King Arthur and the Knights of the Round Table or Robin Hood | | 3 | **Explain** what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain | Discussion and speculation and reasoning  Postcard letter of party acceptance  Design of fibula or brooch | | 4 | **Identify** and **describe** the main design features of Hadrian’s Wall and **explain** why it proved necessary for Emperor Hadrian to order its construction in AD 122 | Discussion and extended questioning  Colour-coding comprehension exercise | | 5 | **Identify** and **describe** the key features of the layout of typical Roman towns in Britain and **explain** why historians know so much about how they were designed and built | Discussion and questioning  Annotated drawing of a Roman town from a written description  Identification of seven key features of Roman towns from photographs of ruins | | 6 | **Describe** what a gladiator was and what occurred at gladiatorial games | Discussion and interpretation of murals and mosaics | | 6 | **Explain** who ianistae were and why they owned and trained gladiators in private schools | Persuasive writing wall poster | | 6 | **Understand through explanation** why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians | Oral discussion and reflection  Film interpretation | | 6 | **Explain** why some Romans held different perspectives about gladiatorial games and how they **justified their viewpoints** | Interpretation of primary source material – letter written by Seneca to Lucilius | | Homework | **Distinguish** between historical evidence and legend and folklore in relation to the ‘historical’ figures of King Arthur or Robin Hood | Short written report comparing historical fact with historical fiction |   Homework possibilities  An important aspect of the pupils studying Boudica in Ancillary Question 2 is to begin to understand the difference between historical primary evidence (something that was written at the time about an event or person as a result of first-hand experience) and legend or folklore – a story retold by word of mouth through generations that is impossible to prove or disprove. To consolidate this understanding, the pupils can produce a homework report on either Robin Hood or King Arthur and the Knights of the Round Table that compares any existing historical evidence with legends and folklore that have built up around them and which is sometimes mistaken as historical evidence. It can be entitled *Robin Hood – Historical Fact or Folklore* or *King Arthur and the Knights of the Round Table – Historical Fact or the Stuff of Legend?* |

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| Further reading |  | | |
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| 978-0-00-723123-2 | *How to be a Roman in 21 Easy Stages* | Juliet Kerrigan |  |
| 978-0-00-816391-4 | *Boudica* | Claire Llewellyn, Laura Tolton |  |
| 978-0-00-812778-7 | *Julius Caesar* | Anita Ganeri,  Laura Sua |  |
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