

# ROMAN BRITAIN

for Key Stage Two

by

Owen Scott



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Published by  
MDR. Publishing  
PO Box 1173  
Sorting House  
22 Bristol Road  
WINTERBOURNE  
Glos.  
BS36 1RG

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First published by MDR Publishing in 2010

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## The Romans in Britain

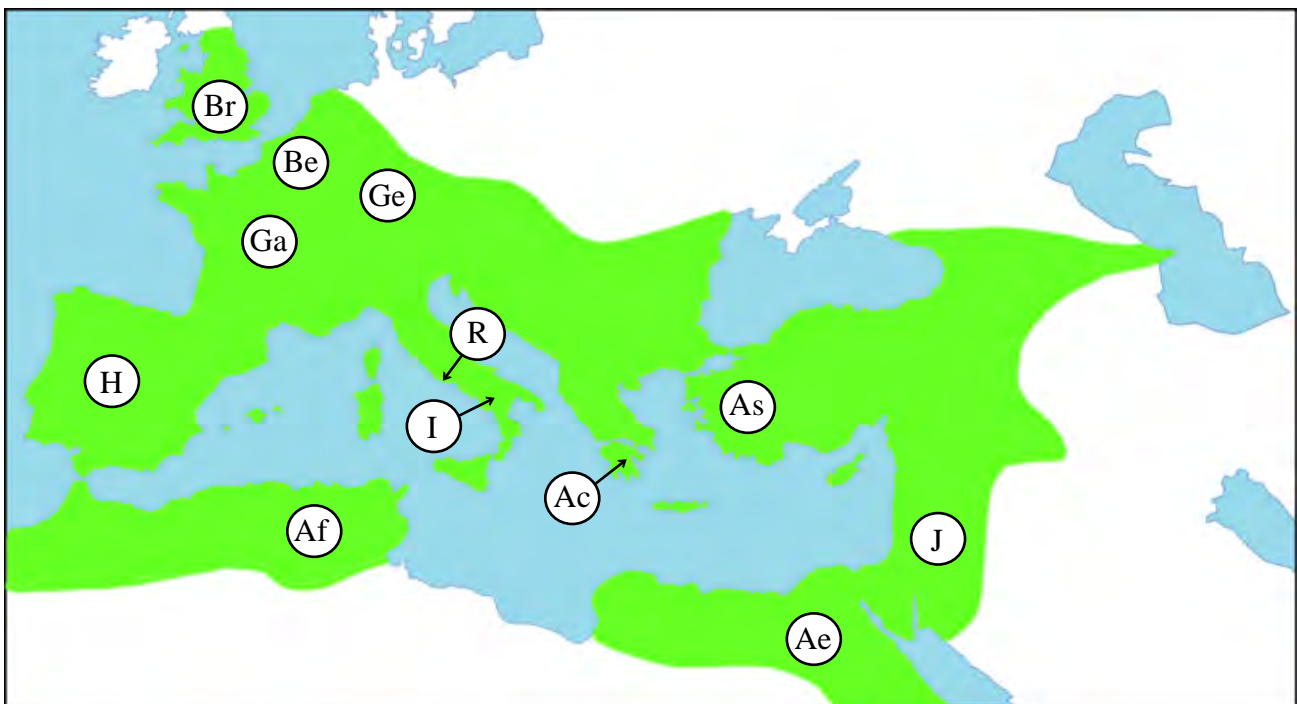
### Who were the Romans?

The Romans were people who came from the city of Rome in Italy. Around 1,000 BC a group of people called the Latins began to build small villages around the River Tiber.

In time, the villages grew to become Rome. Early Rome was ruled by kings and as it was on a trade route it began to grow in size. Later, Rome became a republic, which means they no longer had a king.

Gradually the Romans conquered the other parts of Italy and then they began to conquer lands outside of Italy. They did this to defeat enemies and to become richer. By 27 BC, Rome was ruled by an emperor called Augustus. Many of the emperors set out to increase the lands ruled by the Romans. These lands were called the Roman Empire.

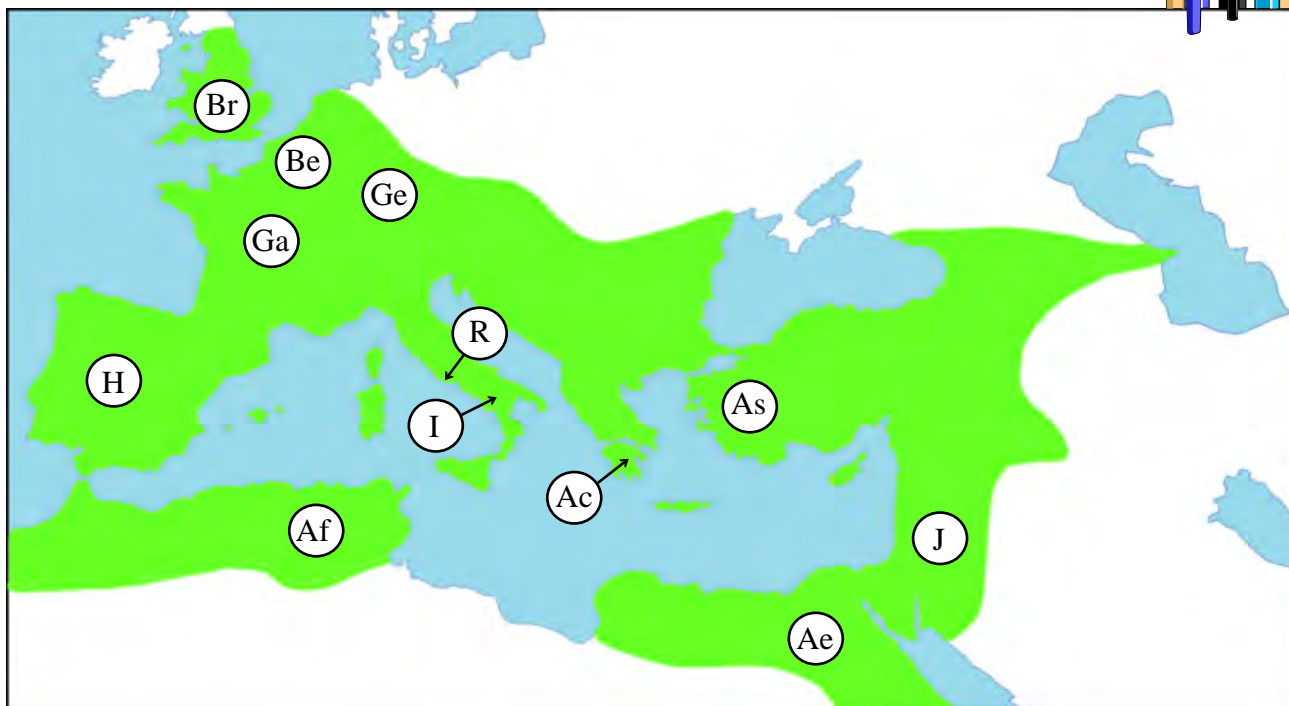
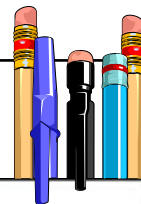
By AD 117 the Roman Empire reached its height. Britain was the most northern province of the empire. It was possible to travel from the north of Britain to the deserts of Egypt without leaving the Roman Empire.



#### Key to the Map

**Ac:** Achaea   **Ae:** Aegyptus   **Af:** Africa  
**As:** Asia   **Be:** Belgica   **Br:** Britannia  
**Ga:** Gallia   **Ge:** Germania   **H:** Hispania  
**I:** Italia   **J:** Judea   **R:** Roma

**The Romans in Britain**  
**Things to Do**



**My Key to the Map**

- Ac:** Achaea, is today called .....
- Ae:** Aegyptus, is today called .....
- Af:** Africa, is today called .....
- As:** Asia, is today called .....
- Be:** Belgica, is today called .....
- Br:** Britannia, , is today called .....
- Ga:** Gallia, , is today called .....
- Ge:** Germania, is today called.....
- H:** Hispania, is today called .....
- I:** Italia, is today called .....
- J:** Judea, is today called .....
- R:** Roma, is today called .....

I have learnt that the Roman Empire was ruled by the Romans / Egyptians.

The Romans came from Italy / Greece.

The Romans conquered other lands to defeat their enemies / friends and to become poorer / richer.

Rome had kings / lords. Then it became a republic with / without a king. The first Roman Emperor was called Septimus / Augustus.

At its largest the Roman Empire stretched from Britain / Belgium in the north to the deserts of Egypt / Spain in the south.

The Roman Empire was more than 2000 / 20000 years ago.

**Extra Thinking**

Write about how the Roman Empire still affects us today.

*(You could write about the names of countries, a month of the year. Ask about languages spoken in Italy, France and Spain.)*

# Teaching Notes for “The Romans in Britain”

The scheme consists of ten linked worksheets. They target years 4 to 6 at Key Stage Two.

Each of the linked worksheets is designed to be used as a stand-alone lesson of approximately sixty minutes duration. Each graphic rich worksheet contains a sufficient variety of activities to accommodate pupils of different ability.

A brief description of each work sheet is given below:

## **1. Who were the Romans?**

This worksheet covers the development of Rome and the Roman Empire. The map shows key towns and countries, using the original Roman names.

Pupil activities are to find modern names of map locations and write about the key learning by selecting from alternative word combinations.

There is also an extension task to write about how the Roman Empire still affects us today.

Teacher extension might be to tell the story of Romulus and Remus and the founding of Rome. Modern maps of Europe will also be required.

## **2. The Roman Army**

This worksheet deals with the organisation of the Roman Army, the equipment carried by a legionary and the reasons for the success of the army. It also covers the cultural impact of the army by introducing road building and how many modern towns can be traced back to army forts.

Pupil activities are to label a diagram of a legionary's equipment and to complete some sentences to reinforce learning. There is an extension task to write about why the army was so successful.

Teacher extension might be to find more images of legionaries or diagrams of how the army was organised into legions, centuries and so on.

## **3. Roman Forts**

This worksheet deals with the layout and organisation of a fort.

Pupil activities consist of a word search with the extension activity to write a short description of a fort. There are several excellent illustrations of roman forts on the Internet that may be used to support this worksheet.

## **4. The Invasion of Britain**

This worksheet focuses on Caesar's expeditions to Britain. It introduces some learning about the Celts and the contrast of their battle tactics with those of the Romans. The worksheet also contains sources about the appearance of the Celts.

There are two types of pupils' activities. There are four questions to reinforce the factual content of the worksheet and four questions that extend pupils'

Teacher extension might include pictures of the Celts and further information on the Celtic way of life, using the picture source as a stimulus.

## **5. Roman Roads**

This work worksheet focuses on how roads were constructed as well as their social and economic impact on Roman Britain.

Labelling of a diagram of how a road was constructed will reinforce learning. Pupils are also asked to write about roads and then to compare a simplified map that shows Roman towns and roads with a more detailed one to research the modern names of what were once Roman towns.

The extension activity asks pupils to extrapolate why certain parts of Britain did not have roads.

Teacher extension could include teaching about Hadrian's Wall and the Picts, as the maps on the worksheet will probably stimulate questions about them. Pictures of both the wall and Hadrian can be found on the Internet.

## **6. Roman Towns**

This worksheet is focuses on finding and extrapolating information from historical sources. The worksheet's eleven photographs of the remains of Pompeii and Herculaneum are used to teach about the key features of town life and allow pupils to take control of their own learning. These tasks are particularly suited to teacher led group work.

The final task accommodates differentiation through outcome, where pupils synthesise all of their learning into a description of the key features of a roman town.

Teacher extension could take the form of extra visual resources and teaching about the eruption of Vesuvius in AD 79. The descriptions written by Pliny would enable pupils to access primary sources.

## **7. Roman Towns 2**

This worksheet provides a traditional factual approach to learning about the key features of Roman town, supported by a labelled diagram.

The pupil task is to copy a passage that contains jumbled-up words. The un-jumbled word is then copied in to a space in the text. There is also a pupil copy the diagram of the town, with spaces for labelling.

Teacher extension could be to provide extra visual resources on towns.

## **8. The Roman Villa**

This worksheet focuses on life in countryside and in particular the key features of a villa. Learning is supported by a diagram of a genetic villa.

The pupil task is to synthesise information in order to write a letter from the proud owner of the featured villa to a distant cousin. This could be used to assess key features and communication.

There are many good pictures of mosaics and Roman villas to support the teaching of this unit. Teachers might like to include extra teaching about the workings of a hypocaust. The Seahorse mosaic is to be found in Fishbourne Roman Palace. There are opportunities for linked artwork in this unit, designing mosaics that illustrate features of Roman life.

## **9. A Visit to the Town**

This worksheet revisits prior learning on the layout of the town and focuses on clothing, shopping (to teach about trading links across the Empire) and Baths.

Pupils are given a crossword puzzle to solve, based on information gleaned by reading the worksheet. An extension task for the more able could be to write about a visit to the Baths.

## **10. The Saxon Shore**

This worksheet focuses of the chronology of the collapse of the Roman Empire, as well as the withdrawal of the legions from Britain and the construction of the Saxon Shore.

It offers an opportunity to revisit prior learning about chronology and in particularly the concepts of BC and AD dating, for example: "If a man was born in 10BC and he died in 40 AD, how old was he when he died?"

There are four questions that both test and reinforce prior learning.

Question 5 asks pupils to use the map to extrapolate from the location of the Saxon Shore forts, where most attacks were likely to have taken place.

Links with the National Curriculum	( ✓ addressed * assessment opportunity )									
Worksheet Number	1	2	3	4	5	6	7	8	9	10
Chronology										
1a (Place in time)	✓			✓						✓
1b (Vocabulary)	✓									✓
2a (Key features)	✓	✓	✓	✓	✓	✓	✓	✓*	✓	✓
2b (Social & cultural)				✓	✓		✓	✓	✓*	✓
				✓	✓					
2c (Causation & change)	✓			✓	✓					✓
2d (Key events & change)	✓		✓	✓	✓					✓
3 (Interpretations)										✓*
Enquiry										
4 (Use of Sources)		✓		✓*	✓	✓*				✓
Organise & communication										
5a (Recall and select)	✓		✓	✓	✓	✓		✓*		✓*
5b (Dates and vocabulary)	✓		✓	✓		✓	✓	✓*		✓*
5c (Understanding)		✓	✓	✓	✓	✓	✓	✓	✓*	✓

There are many excellent visual resources to be found on the Internet to support the worksheets, for example some excellent drawings of Roman towns and photographs of [Roman Army re-enacting](#).

## 2010 Catalogue: KS2 History



Roman Britain for Key Stage Two consists of a suite of ten linked worksheets written by an experienced history teacher. They include the Roman Empire, army, invasion, forts, roads, towns, villas and the end of Roman Britain. Worksheets are richly illustrated, together with a varied and engaging range of activities, including extension tasks, to help embed learning and to develop history skills. The Romans in Britain suite satisfies the statutory content of the National Curriculum, with all of the key skills mapped and provided with mark schemes in the teaching notes to support the assessment opportunities.

**£29.99 Full site Licence**



VICTORIAN CHILD is an interactive adventure in Victorian Britain for Key Stage 2 history. Pupils have the chance to explore what it was like to be a Victorian child in four different ways - as a rich boy, a rich girl, or a poor boy or girl. It explores all the issues of children working, the impact of illness on the family, life as a young domestic servant or the "training" that prepared a rich young lady for the marriage market. The interactive elements engage learners powerfully in the challenges and pressures of growing up in Victorian times.

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This enquiry will bring the power and engagement of the PC to learning about Ancient Greece. It is written for Year 5 and 6 at Key Stage 2 and has sections covering Greece past and present, Farming and the Countryside, Athens and Sparta, Growing up, Clothing, Gods and Goddesses, the Theatre and the Olympic Games, Science and Medicine, War and Warfare and finally a Survival Game. Each part contains several hundred words of text with hyperlinks to pictures and websites. The adventure is suitable for use on an interactive whiteboard or for full class use from a network installation.

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In this exciting and historically accurate computer simulation, pupils are challenged to see if they could navigate the Globe with the skill and success showed by Francis Drake. Pupils face the same decisions as Drake did at each step of the way, hoping to gather enough treasure to please his backers and to keep his crew happy. Mistakes can be disastrous – every Spanish ship encountered might mean triumph or disaster, the crew become unhappy if leadership is poor, and disease is never far away.

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What was it like to live, work, fight and worship in Tudor England? Would your skills have destined you to a peasant's life of toil, or would you have risen to be Chancellor of England? This wide-ranging interactive adventure game gives children the chance to play an exciting computer role-play, whilst also widening their knowledge of many social and economic topics of Tudor life that teachers rarely have the time to cover. The competitive element to the game ensures that it is highly motivational for all types of pupil. Full of pictures and source material too.

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Packed full of resources and exercises about evacuation, life in the Blitz, rationing etc. Many interactive tasks using sources and pictures. An imaginative and stimulating use of IT in History. Provides enough for a series of lessons if required, or a structure for research tasks. Includes a large picture resource of rarely seen views. Can be used for work at both KS2 and KS3, linking to ICT assessment as well.

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