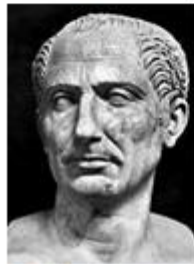


LONDON FIELDS
PRIMARY SCHOOL

The Romans in Britain

Emperor



Caesar



empire Boudicca

invasion



Claudius



expansion

conquest

Celts



10/09/14

LI: To understand chronology

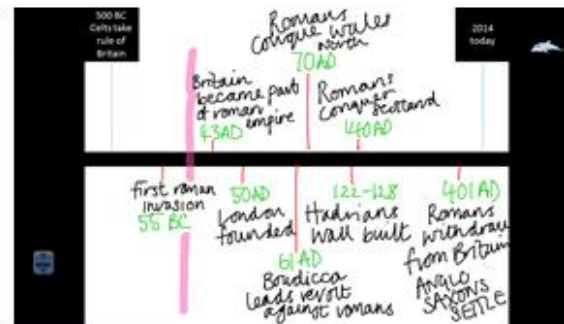
We looked at some pictures of Celtic artefacts and thought about how long they were used (about 2500 years). Then we worked as partners to look at a vertical timeline of key dates such as the Roman invasion (43 AD) and Boudicca's revolt (61AD). We converted it into a horizontal timeline showing the key events that we discussed.

Vocabulary:

- Chronology
- Timeline
- Generation
- Celts
- Roman Empire
- Invasion
- Rebellion
- Era
- Impact

Success Criteria

- I know what life was like for people living in Britain when the Romans invaded.
- I can understand the duration of Roman rule in Britain.



BIOGRAPHY WRITING

- Includes key dates and events
- Written in the third person.
- Written in chronological order.

Success Criteria

- I can identify and use an appropriate tone for the audience. ✓
- I can include some features of the type of writing required. ✓
- I can compose and rehearse sentences orally. ✓

Friday 19th September 2014

Topic Literacy: Writing Biography of Julius Caesar

Julius Caesar was born on July 100bc in Rome, Italy. His parents actually called him Gaius Julius Caesar. He was born to be a wealthy man and family. They ~~have~~ had money but not really rich. He started school at the age of 6. They didn't have teachers like we do in the present, they had tutors. He grew up to read and write to be a rich man. At the age of 17 he married a woman called Cornelia. He joined the army and invaded Europe and left Rome. At the age of 50 Caesar tried to invade Britain but, the ~~celts~~ celts won in 55bc. In 54bc he tried again but he thought it would take too long. When he returned to Rome he became too powerful: in 44bc the Liberators killed him and became in charge of Rome.

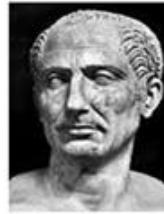
Would you have liked to meet him?
Explain your answer? No because he ~~is~~ was too powerful.

First we reminded ourselves of the reasons why Julius Caesar invaded Britain and of the key events in his life. We then explored the life of Emperor Claudius and his invasion of Britain.

Wednesday 24th September 2014

LI: To investigate and interpret the past

Success Criteria	
I can successfully ask questions and find answers about the past.	



Vocabulary:

- BC / AD
- Invasion
- Motive
- Empire
- Expansion
- Emperor
- Similarities
- Differences
- Cause
- Invasion



We worked with our partners to match the facts to the correct emperor.



What would you ask Claudius if you could? TTYP

1. How did you die? And where?
2. How did you get so powerful?
3. How did you get rich?
4. How did it feel when you successfully ^{conquered} ~~invaded~~ Britain?

We looked at the key differences between Julius Caesar and Emperor Claudius and thought what we would like to ask Claudius if we had the opportunity.

01/10/14

LI: To investigate and interpret the past.

Miss Winser gave us two different images of Boudicca. First, we wrote in green pen all the explicit things we could see. Then, in black pen, we added the implicit things that we could deduce about her from the source.

Afterwards, each team read an eyewitness account of the revolt from either Boudicca herself, the Roman Governor, a Celtic farmer or a Roman soldier. One person from each team presented their character and his/her role in the revolt. Each character had strong opinions about who was to blame —Boudicca and the Celts or the Romans. We found that opinions were divided. As historians, it is our job to use the evidence we have to form a hypothesis about what really happened—we will never truly know!

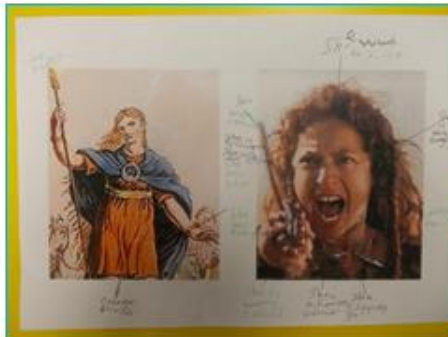
Success Criteria

- I know who Queen Boudicca was.
- I can understand why Boudicca and the Iceni wanted to revolt.
- I know that the figure of Boudicca is interpreted in different ways.
- I can understand the steps of the rebellion.
- I can suggest reasons for the accounts we have of the rebellion.



Vocabulary:

Boudicca
Iceni
Rebellion
Londinium
Paulinus
Camulodonum
Tacitus



15.10.14 – Lesson 5

LI: To build an overview of world history

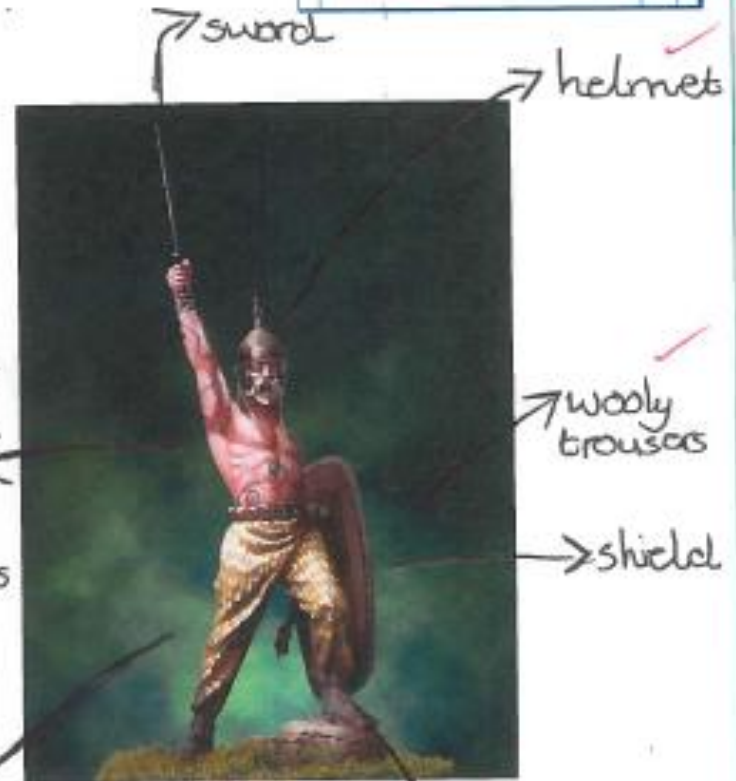
Label the pictures below.

Success Criteria

I can understand the growth of the Roman Empire.

I can compare and contrast a Celtic warrior with a Roman soldier.

I can understand why the Romans built Hadrian's Wall.



Labels for the Celtic warrior illustration:

- Iron + leather shield
- Tatar blue patterns
- Died the trousers with berries.
- shoes

Lesson 5 – Highlight the areas of land which became part of the Roman empire.



1. Why were the Romans so successful at invading?

They were successful at invading because the Romans had a safe uniform such as protecting their head and all their important body parts.

2. Tell me about one of the Roman fighting techniques:

One technique was the tortoise technique. They cover their heads, chest and arms plus they were sticking out swords that they can stab the Celts.

3. What can you tell me about Hadrian's wall?

One fact about Hadrian's wall is that the walls with width was 2 to 3 meters wide and it was 4 to 5 meters tall. The Romans build Hadrian's wall because they kept their land safe.

What else made the Roman army successful? They were very organised.

14/10/14

Year 4 Trip to Lullingstone Roman Villa

Year 4 had a wonderful day at Lullingstone. We explored the ruins and saw how the Romans would have lived. We also enjoyed our Magic and Medicine workshop, where we learnt lots about the Roman Gods and about some of the bizarre (and often disgusting!) ways that the Romans treated ill patients.



RECOUNT WRITING

- Includes a series of events in chronological order.
- Includes a mixture of events and feelings.
- Written in the past tense.

Success Criteria

- I can identify and use an appropriate tone for the audience. ✓
- I can include some features of the type of writing required. ✓
- I can compose and rehearse sentences orally. ✓

Friday 17th October 2014

IT: To write with purpose

Dear Diary,

This morning I put on my metal and my leathery armour and started to eat my delicious puffed porridge. While I was eating my porridge I was hoping and praying that I would work on building Hadrian's wall. I will feel very proud of myself if I helped the other Roman soldiers to make Hadrian's wall.

At 6am I started to do my job ^{that} I needed to do every day. My job was to be a doctor ~~one~~, I helped a Roman soldier today because he got a very bad injury in the war. After when I helped the Roman soldier I made lots of medicines. I like my job because I get to make the soldiers healthy. ~~Up~~ When I was helping the Roman soldier I felt so proud of myself because I get to heal people's injured body parts.

At 10am I got trained for about 2 hours with wooden swords so we don't kill people. After 2 hours training I started to run 26 miles. I was EXHAUSTED!

When

When we finished work I played checkers with my friend. He was great at playing checkers so my friend won. I am a loser at checkers.

At the end of the day finally I got to sleep. We slept in a small room with 8 soldiers but we thanked god that we have somewhere to stay.

What else did the Romans do to relax? Another thing they do is that they have a bath or mind checkers (same.)

**LI: To build an overview of world history-
20/10/14**

Vocabulary:

Archaeology: The study of the lives of people in the past

Evidence: Information to support an idea/ interpretation

Artefact: Any object made or changed by people

Interpret: To try and explain what something means

We compared Roman and Celtic houses and ways of life from looking at different pictures and sources. We also recapped what we learnt at Lullingstone Roman villa to remind us about Roman life.

Success Criteria

I can make deductions about Roman living from ruins



Then we had a class debate about whether we would rather be a Roman or a Celt.

I would prefer being a Roman because I could have a big house and have servants!

I want to be a Roman because I would have loads of parties.

What were some of the arguments made in the debate?

I would like to be a Roman because I can have a big house and have servants. I can also have a big garden and a big pool. I can also have a big party and have a big house.

The second reason I would like to be a Roman is because I can have a big house and have servants. I can also have a big garden and a big pool. I can also have a big party and have a big house.

What were some of the arguments made in the debate?

I would like to be a Roman because I can have a big house and have servants. I can also have a big garden and a big pool. I can also have a big party and have a big house.

I would like to be a Roman because I can have a big house and have servants. I can also have a big garden and a big pool. I can also have a big party and have a big house.

I would like to be a Roman because I can have a big house and have servants. I can also have a big garden and a big pool. I can also have a big party and have a big house.

I'd rather be a Roman because you would have a luxury life and you can eat all you want in a banquet.

I will definitely not like to be a Celt because you would be bored working in a farm.