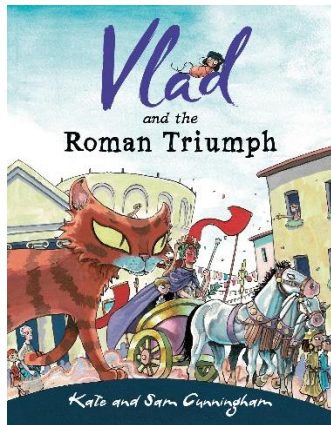




History Planning – Ancient Egypt

This is a set of 6 lesson plans for the Romans history topic. **Highlighted powerpoints and worksheets for the work outlined in the lessons are available at the end of the document or as separate free downloadable resources.**



A full colour illustrated story about Vlad flea and Felix the cat investigating life in Rome after their capture in Egypt is available from all book outlets.

The story and pictures are factual, showing what it was like to be part of a major Roman celebration, but finding out about daily life for Romans from all strata of their society.

All this is shared through the power of story which encourages the children to engage with the real people in history.

Also available to download from the Reading Riddle website shop (also as a free download on signing up to our newsletter):

Vlad and the Roman Triumph Teacher's Guide

Increase your own understanding of the topic and guide you in providing quality first teaching with:

- a comprehensive overview of the **historical context** for teaching this unit including timeline and summary of relevant key information
- page-by-page notes explaining how the illustrations incorporate artefacts, information from **primary sources** and knowledge, so it can be drawn out through the story
- **Big Questions** about the people and events – take the pupil's thinking to the next level with wider discussion points about consequences and impact

How to find or communicate with Vlad or Kate:



Click [here](mailto:readingriddle@gmail.com) to email me
readingriddle@gmail.com



@vlad_flea
[Click to visit](#)



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National Curriculum:

Aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Subject content

- The Roman Empire and its impact on Britain (invasion, conquest, British resistance and Romanisation of Britain, both at the time and through to the current day).

Detailed aims of the Topic:

Substantive knowledge: - to know where the Roman Empire originated and how far it reached. To understand what other cultures (eg in Greece and Egypt) were prominent during this period and how they overlapped and related to each other. To understand how Romans society was organised, how they lived their daily lives and how this compared to the lives of the Celtic Tribes in Britain. To know that the Romans invaded to gain the resources (iron, gold, cattle, people and land).

Second-order knowledge: - to discuss what impact the Roman invasion had on the population then, and the way it changed the cultural landscape through to the current time.

Outcome

To enact and represent the impact of the Romans and Roman life on different members of a community.

Curriculum links:

- DT – making structures such as villas or aqueducts, catapults (Ballista)
- Art – mosaics, clay pot (eg face pots typical of British Roman pottery)
- PSHE – the impact and morality of empires, slavery and erasing culture and beliefs eg massacre of Druids
- Geography – location of Rome and reach of the Roman Empire
- RE – Roman gods and possibly links with Greek and Celtic gods
- Literacy - (see separate planning)
- Numeracy – number lines (linked to timelines), Roman numerals

Planning – Ancient Romans

<u>Learning Objectives & Success Criteria</u>	<u>Teaching Sequence</u>	<u>Vocab & Resources</u>
<p>Lesson 1</p> <p><u>We are learning</u> what life was like for an ancient Roman.</p> <p><u>What I'm looking for</u></p> <ul style="list-style-type: none"> • I can explain where the Roman empire began • I can identify some aspects of life for a Roman 	<p><u>Guiding Questions:</u> Who are the ancient Romans? Where did they live? What were their lives like?</p> <p><u>Introduction:</u> Scavenger Hunt Use the Scavenger Hunt resources and children find the sheets and record answers in pairs or small groups.</p> <p><u>Activities:</u> Return to class and share answers and discuss what has been learnt from them. Read Vlad and the Roman Triumph Where did the story take place? [Rome] Did all the characters come from Rome originally? [Vlad, Felix and the twins were from Egypt and many of the other characters probably came from other parts of the world] How many different types of Romans did we meet in the story? [eg emperor, gladiators, soldiers, master, slave, prisoners, shop owners.</p> <p>Give children post-its to record facts and questions for KWL chart What do we know about the Romans already? What do we want to find out about the Romans? Complete KWL chart.</p> <p><u>Consolidation:</u> Is there anything that surprises you about what you have found out? (for example Kate was surprised that Romans collected fossils when researching the book) Anything want to add to KWL sheet after this discussion?</p>	<p><u>Vocabulary:</u></p> <p>Rome Roman Italy</p> <p>Toga Baths Soldier gladiator</p> <p>Emperor Slave Master/mistress</p> <p>Museum Artefact Archaeology Historian Archaeologist</p> <p><u>Resources:</u> Highlighted resources available at end or as downloads</p> <ul style="list-style-type: none"> • Scavenger Hunt • KWL chart + post-its • Vlad and the Roman Triumph book

Lesson 2

We are learning when the ancient Romans were in power.

What I'm looking for

- I can arrange different eras in order and see where they overlap
- I can highlight when key events happened on the timeline

Guiding Questions:

When did the ancient Romans live?

What other civilisations were powerful at the time? And what impact did they have on each other? (eg religion and trade)

What key events happened to the Romans during this time?

Introduction:

What other ancient civilisations have we read about or studied? (eg Greeks, Egyptians, Chinese, Mayan).

Discuss how different groups of people live around the world and sometimes influence each other in friendly ways eg trade, or in hostile ways eg wars.

Look at powerpoint to see if we can see similarities between some cultures

Activities:

Please note: There is no year 0 in a timeline – it goes straight from 1BCE to 1CE – however, for the purposes of easy calculations this exercise is calculating as if it is a numberline with a 0 to keep calculations familiar and focus on the relative length and overlap of these civilisations. For the same reason numbers have been rounded to the nearest 50)

Activity 1 – comparing different ancient civilisations and look at how they overlap

Show children the dates:

Ancient Egyptian: 3,070 BCE → 30 CE [3,100 years]

Ancient Roman: 750 BCE → 500 CE [1,250 years]

Ancient Greek: 1,100 BCE → 300 BCE [800 years]

Mayan: 600 BCE → 850 CE [1,450 years]

Dynastic Chinese: 2,100 BCE → 200 CE [2,300 years]

Either work out how long each civilisation lasted together or set children task in groups (answer in square brackets)

Using the scale of 1cm = 100 years use the resource to make a strip to represent each period (ie 31cm, 12.5cm, 14cm, 14.5cm, 23 cm)

Lay these on the number line, one above the other to show how the lines overlap and the relative length of different groups.

Activity 2 – mark key Roman dates on the line:

- 323 BCE Alexander the Great, King of Greece, defeated and killed by the Romans

Vocabulary:

Empire
Conquer
Trade
Enemies
Allies

Timeline
.... years ago
Past & Present
First ... next ... then

Resources:

- PowerPoint introduction and timeline
- Timeline sheet for activity 1

- 55 BCE Julius Caesar comes across to Britain but is beaten back by the Celts
- 29 CE Rome defeats Egypt and kills Queen Cleopatra
- 43 CE Romans successfully invade Britain
- 61 CE Boudicca and her Iceni Tribe revolt and are defeated
- 122 CE Hadrian's Wall built to protect again Scottish Celts (Picts)
- 410 CE Romans leave Britain
- 476 CE The Fall of the Roman Empire

Discuss which dates seem to related eg

- death of Alexander the Great and end of the Greek period of power
- death of Queen Cleopatra of Egypt and end of Egyptian power (revisit the Triumph in Vlad and the Roman Triumph which is about the Romans celebrating their victory over the Egyptians)
- Romans leave Britain and 60 years later the Roman Empire is over (ie as their power waned they withdrew from the furthest parts of the Empire to concentrate power at home in Italy)

Consolidation:

Watch video showing how the Romans expanded their power before and during the Empire

<https://youtu.be/GyIVlyK6voU> - the first 40 seconds cover the Romans.

This shows that different empires were changing all the time, and for one to grow, others must have shrunk or been invaded and included eg Greece and Egypt both became part of the Roman Empire.

Other groups would have traded and communicated with them and we are still discovering coins and artefacts around the world that help us find out who was trading with who.

Lesson 3 – The Celts

We are learning to understand how life changed for the Celts when the Romans invaded.

What I'm looking for

- I can describe what life was like for the Celts before the Romans invaded

Guiding Questions:

What was life like for the Celts?
How did it change when the Romans came?
How did the Celts feel about the Roman invasion?

Introduction:

Watch the clip on the School Run website (link below) for initial ideas about life in Britain before the Roman invasion.

Activities:

Using these websites and links on the School Run site, and any fact books, research information about the Celts and make notes. Think about homes, larger settlements, how they were ruled, clothes and jewelry, food, transport and record keeping.
Split children into groups to investigate particular information.

<https://www.bbc.co.uk/wales/celts/index.shtml?1>

<https://www.theschoolrun.com/homework-help/celts>

Return together to share information about the different areas.

Consolidation:

The Celts did not create written records so our information about them comes largely from Romans who were recording information to send back to Rome. This would have been useful to decide who could be allies and who would need to be defeated.
Discuss if the Romans were likely to be polite about the people they wanted to conquer. Romans called non-Romans barbarians and it was insulting as it suggested their way of life was less cultured and civilised.

Vocabulary:

Celts
Tribe
Peasant
Druid
Settlements
Civilised
Barbarians
architecture

Invasion
Collaborate

Resources:

Highlighted resources available at end of planning

- Mind maps / sheets to record information

<p>Lesson 4– Comparing Romans and Celts</p> <p><u>We are leaning to</u> compare life for Celts was different from Romans and how it changed when they arrived in Britain.</p> <p><u>What I’m looking for</u></p> <ul style="list-style-type: none"> • I can describe what life was like for the Celts • I can discuss how life was different between Celts and Romans • I can describe how life changed for the Celts after the Romans invaded 	<p><u>Guiding Questions:</u> How did life change for Celts after the invasion? Were changes quick? Were things better or worse after the invasion?</p> <p><u>Introduction:</u> Review what was found in the research on Celts in lesson 3. Discuss what we know about Roman life (refer back to Vlad and the Roman Triumph and to non-fiction books)</p> <p><u>Activities:</u> There are several different approaches to this comparison depending on whether you want a cross curricular outcome, written literacy work or project record, eg,</p> <ul style="list-style-type: none"> - Use as a DT project to build a Celt house/village and Roman house/villa - Draw the different living arrangements/people and label to include clothing, language, money, food, - Write a fact leaflet with information from this and previous lesson - Note all suggestions in a mind map or table format <p><u>Consolidation:</u> Were Roman homes better than the Celtic homes? Why? Do you think this was the same for a Tribal king and a peasant farming the land?</p> <p>Revisit the KWL sheet. Have we answered any of the questions you had? Have new questions arisen?</p>	<p><u>Vocabulary:</u></p> <p>Invasion</p> <p>change Similarities and differences</p> <hr/> <p><u>Resources:</u> Highlighted resources available as downloads</p> <p>Dependent on activity</p>
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Lesson 5 – Roman influence now

We are learning to recognise things in our current lives that are influenced by the Romans.

What I'm looking for

- I can recognise buildings, roads and structures that are Roman
- I can recognise words and numbers that are Roman
- I understand how religion changed because of the Romans

Guiding Questions:

What things do we still use or see that started with the Romans?

Introduction:

Discuss the difference between artefacts and ancient buildings and modern things that replicate and are inspired by them.

Romans changed the lives of the Celts living in Britain at the time of the Roman invasion as discussed in the previous lesson (review if necessary).

What things today are different because of the Roman influence?

Activities:

Look at the 'What is our Roman legacy?' sheet.

Clarify that these are modern(ish) things that have been created, or inspired by the Romans.

Working in groups or pairs, discuss and make a list of things that we do, say or use today that have their origins in ancient Rome. The sheet is a prompt and if children can think of other things they can add them to their list.

Things on the sheet:

- Long straight roads, following the roads that Romans built to travel directly between cities by the fastest route.
- Books – Romans kept extensive written records (unlike the Celts), and are credited with being the first people to cut paper and bind it into books, to make transportation and storage easier.
- Roman numerals – we still use roman numerals on clocks, from Big Ben to wrist watches, and they appear at the end of tv shows and films to indicate what year they were produced.
- Water systems – transporting and storing clean water in specially built systems was established by the Romans
- Mosaics as a form of hard wearing decorative art for walls and floors.
- Roman style buildings, made from stone with decorative features such as columns.
- Christianity – once Christianity was accepted and became the dominant religion (with Emperor Constantine) it was made the religion of all parts of the Empire
- Calendar – it has changed since Roman times but they established the format
- Words in English that come from Latin words (see the back of Vlad and the Roman Triumph for words with a Latin root)

For more details see the Vlad and the Roman Triumph Teacher's Guide.

Consolidation:

Share suggestions and add any new ones.

Vocabulary:

Legacy
influence
Artefacts
Archaeology

Resources:

Highlighted resources available as downloads

- What is our Roman legacy? Prompt sheet

<p>Lesson 6 – Reactions to the Romans</p> <p><u>We are learning to</u> discuss how ancient people reacted to different cultures and being invaded.</p> <p><u>What I'm looking for</u></p> <ul style="list-style-type: none"> I can consider what different groups of Celts felt about the Roman invasion 	<p><u>Guiding Questions:</u> How did the Celts feel about the Romans?</p> <p><u>Introduction:</u> The Romans first arrived in 55 BCE with Julius Caesar and were unsuccessful because of bad weather, and underestimating the resistance they would meet. The second attempt was in 54 BCE and again failed. It was not until the third attempt in 43 CE (98 years later) that the Romans succeeded. It took many decades to work up England, Wales and into the bottom of Scotland and they needed Roman soldiers in camps to ensure they held areas throughout their time in Britain. Some Celtic tribes ruled jointly and became Romanised by choice, others fought and had to be defeated. Watch the BBC animation about Boudicca and the Roman invasion https://youtu.be/eC7ONgTJGKw</p> <p><u>Activities:</u> Ask the children to imagine they are in a Celtic Tribe and the Romans invade. Do they want to make friends with the invaders or resist them? Ask for show of hands/vote.</p> <p>Split into 2 groups: Friendly Celts Resisting Celts</p> <p>Try to make groups even, if the vote is not evenly split mix the children and ask them to imagine they fall into a given group.</p> <p>Ask each group to consider how they felt about the invasion (in character):</p> <ul style="list-style-type: none"> - Were they happy about it? - Would life be better under the Romans? (more resources vs not in charge any more) - Would there be more opportunities or less under the Romans? (rich people might get to travel to Rome, poor/defeated might be made slaves) - Did they want to fight and resist, or make peace? <p>Choose statements they believe to be true from the cards. Why do they think they are the best statements for their group? Discuss reasons and additional ideas.</p> <p><u>Consolidation:</u> Conscience Alley: Split each group in half again. Line up half the friendly and make another line of Resisting Celts</p>	<p><u>Vocabulary:</u></p> <p>Resist Collaborate Allies Enemies</p> <p><u>Resources:</u> Highlighted resources available as downloads</p> <ul style="list-style-type: none"> Statement prompts
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	<p>facing them with an alley between the two groups. Let the other children walk along the alley between the groups as both groups say their reasons for their point of view. Switch over so the other group experience hearing the ideas. Ask the children to share some of the ideas they heard. As if anyone changed their mind because of the different ideas.</p>	
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Revisit KWL sheets – did we find answers? Are there remaining answers to find?

The Vlad Flea Scavenger Hunt



Illustrations from Vlad and the Roman Triumph © Sam Cunningham

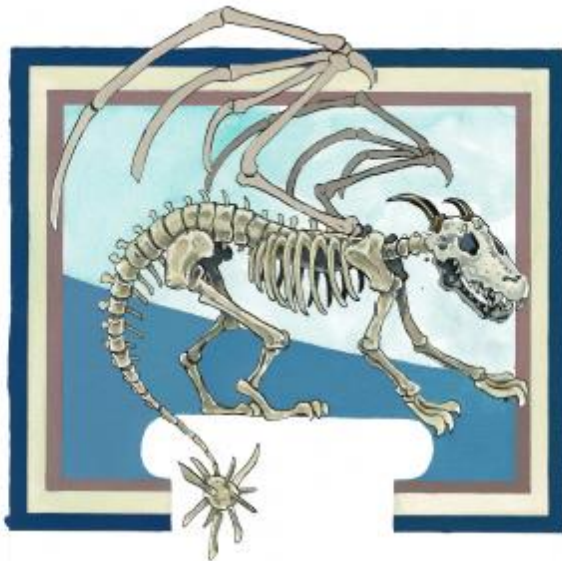
"As we entered, the heat engulfed us immediately. It was the First time I had been warm since being taken from Egypt. Perhaps baths in Rome were not such a bad thing."

FACT

Most Romans used the public baths which had different three different sections. The first was a warm area called the tepidarium, the second was a hot room called the caldarium and finally the frigidarium which was a cold water pool.

The Vlad Flea Scavenger Hunt

Roman fossils



"Can we go and see the Manticore before we sit?" Blastus asked, and his master nodded."

Illustrations from Vlad and the Roman Triumph © Sam Cunningham

FACT

Fossils were unearthed in many parts of the Roman Empire and were thought to be the bones of mythical creatures. The Emperor Augustus had a museum on the Island of Capri where he displayed his collection.

The Vlad Flea Scavenger Hunt

Roman food



"A wave of smells filled the air and swept over us."

Illustrations from Vlad and the Roman Triumph © Sam Cunningham

FACT

Most ordinary Romans did not have large houses or their own kitchens. They bought their cooked food from food counters called thermopolium. Examples of these have been found in Pompeii.

The Vlad Flea Scavenger Hunt

Circus Maximus



*"Ahead of us we could hear cheering
and the streets were filling with
crowds of people."*

Illustrations from Vlad and the Roman Triumph © Sam Cunningham

FACT

The Circus Maximus was the largest stadium in ancient Rome and was built long before the Colosseum. This is where big entertainment events were held such as celebrations of festivals, Triumphs and chariot racing.

The Vlad Flea Scavenger Hunt

Roman laundry



"We trudged on, stopping to let Blastus have a wee in a laundry vat, which apparently is acceptable in Rome."

Illustrations from Vlad and the Roman Triumph © Sam Cunningham

FACT

Pictures in Pompeii show clothes being washed in large vats of water with people using their bare feet to tread on the clothes and pound the dirt out. There was no washing powder and urine (wee) was used to clean material.

The Vlad Flea Scavenger Hunt

What is the Latin name of the food counter where ancient Romans could buy cooked food?

What is the name of the island where the Emperor Augustus had his museum?

What is the name of the large arena where chariot races were held in Rome?

What did ancient Romans use to make cloth white?

What is the name of the coldest room in the Roman Baths?

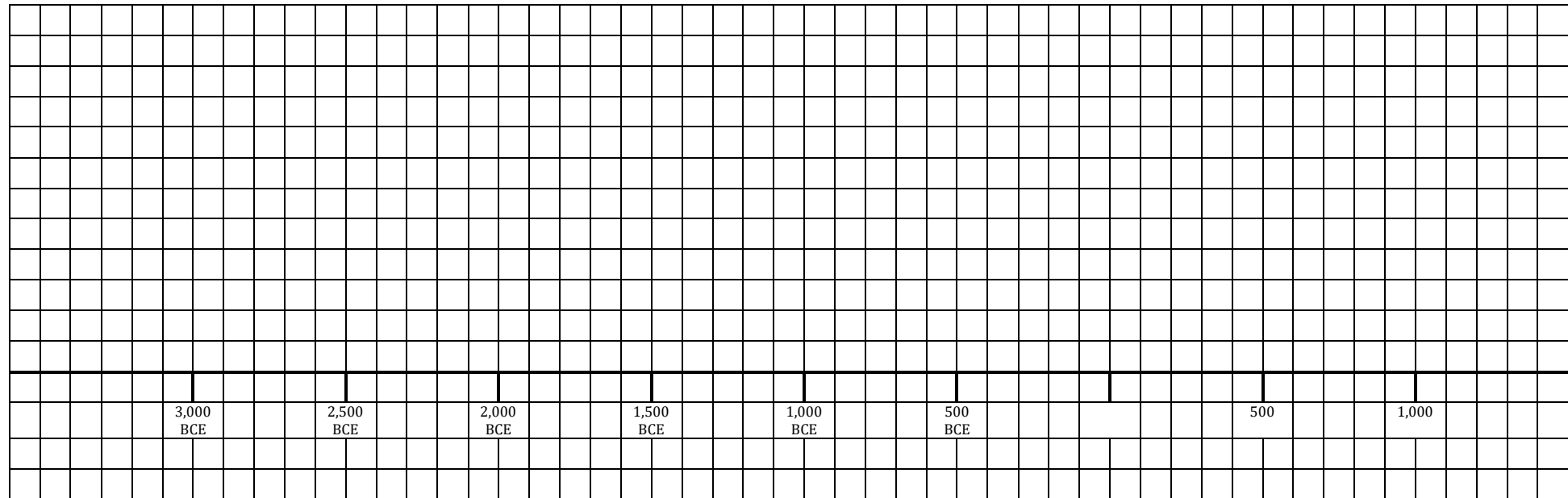
What other facts did you discover on the Scavenger Hunt?

KWL grid

Topic:

What do I know	What I want to know	What I learned

Timeline - Civilisations



Calculate how long each civilisation lasted

Using the scale 1cm = 100 years, measure a length to represent each civilisation, cut it out and stick it to the timeline above at the time period

Ancient Egypt
Ancient Greece
Ancient Rome
Mayan
Dynastic China

What is our Roman legacy?

(Legacy = something left to another person, from the Latin to create a deputy)



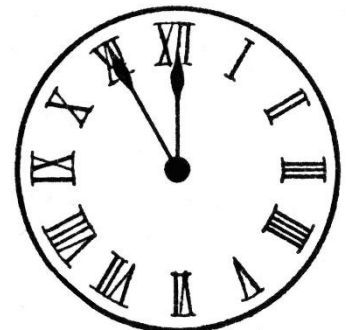
2022 CALENDAR

Figure 1 displays six monthly calendars for the years 2019 and 2020, arranged in a 3x2 grid. Each calendar is a 5x7 grid of dates. The dates are color-coded: red for 1-10, green for 11-20, blue for 21-30, and yellow for 31. The calendars are for January, February, March, April, May, June, July, August, September, October, November, and December.

JANUARY							FEBRUARY							MARCH							APRIL								
Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa		
									1	2	3	4	5			1	2	3	4	5							1	2	
6	7	8	9	10	11	12	6	7	8	9	10	11	12	6	7	8	9	10	11	12	6	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	13	14	15	16	17	18	19	13	14	15	16	17	18	19	13	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	20	21	22	23	24	25	26	20	21	22	23	24	25	26	20	21	22	23	24	25	26	27	
27	28	29	30				27	28						27	28	29	30	31				27	28	29	30	31			

MAY							JUNE							JULY							AUGUST							
Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	
			1	2	3	4				1	2	3	4				1	2	3	4							1	2
5	6	7	8	9	10	11	5	6	7	8	9	10	11	5	6	7	8	9	10	11	5	6	7	8	9	10	11	12
12	13	14	15	16	17	18	12	13	14	15	16	17	18	12	13	14	15	16	17	18	12	13	14	15	16	17	18	19
19	20	21	22	23	24	25	19	20	21	22	23	24	25	19	20	21	22	23	24	25	19	20	21	22	23	24	25	26
26	27	28	29	30	31		26	27	28	29	30	31		26	27	28	29	30	31		26	27	28	29	30	31		

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	Sa	Ma	Tu	We	Th	F	Sa	
						1							1							1							1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	3	4	5	6	7	8	3	4	5	6	7	8	9	10		
11	12	13	14	15	16	17	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15	16	17		
18	19	20	21	22	23	24	17	18	19	20	21	22	17	18	19	20	21	22	17	18	19	20	21	22	23	24		
25	26	27	28	29	30		24	25	26	27	28	29	24	25	26	27	28	29	24	25	26	27	28	29	30	31		



I want peace	I don't want to share power
I'm afraid of the Romans	I think Romans will make us rich
I want to live in a Roman house	I don't want the Romans to take our gold

I want to travel and go to Rome	The Romans hurt my family
The Romans stopped the tribes fighting each other	The Romans brought interesting new food
I don't want to be a slave	The Romans drove the Druids away