

THIS WAY TO THE NORTHERN FRONTIER

Tribes and Romans in Northern Britain

Medium Term Planning

Medium Term planning for each lesson is grouped within the relevant module. Incorporate this into existing planning frameworks as required. Module Two, Lessons 2 and 3 provide an alternative to the story of Boudicca.

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Mod No	Learning Objective	Nat Cur	Activities & Learning Experiences	Differentiation	Resources	Learning Outcomes
1	<p>LOOKING INTO THE PAST - Lessons 1+2 Creating a sense of time Explore the idea of 'the Past', including measurements of time and the construction of timelines.</p> <p>Lessons 3+4 How do we know what we know? To examine a variety of evidence and discover how it can be used to study 'the Past'.</p>	<p>Hist. 1a, 1b, 3, 4a, 4b, 5a, 5b</p> <p>Unit 6A 2b, 2d</p> <p>Num. Yr3:79 Yr4:98, 100</p> <p>Sci. Unit 3C</p>	<p>(1) Discuss 'the Past' as an idea. Explore measurements of time, cyclical and linear. (2) Introduce generations as a rule of thumb measurement, alongside chronological time. (3) Construct a class timeline for at least the past 2000 years. (4) Introduce the idea of oral history, linking it to measurement of time in generations. (5) Construct a personal timeline.</p> <p>(1) Rubbish - Examine a collection of modern rubbish to explore a variety of concepts. (2) Objects - Introduce a collection of historical objects. Undertake a detailed observation of each object.</p>	<p>LA Create a timeline for the year, marking on family events and holidays, e.g. New Year, birthdays. HA Take back family timeline using concept of generations.</p> <p>LA Reduce amount of material and concentrate on selected objects. HA Attempt greater variety of evidence and introduce idea of reconstruction from fragments.</p>	<p>*History Detective 1, 2, *timeline events, string, clothes pegs, rulers, selection of timeline examples, 'found' objects, local photographs. <i>Learning from Objects</i>, English Heritage http://webexhibits.org/calendars/index.html</p> <p>*History Detective 2,3, collection of rubbish, grouping circles, selection of objects, local aerial photographs <i>Learning from Objects</i>, English Heritage http://museums.ncl.ac.uk http://ngfl.northumberland.gov.uk/thinking</p>	<p>Understand that 'the Past' follows a sequence; experience ways in which events and time can be ordered.</p> <p>Understand that rubbish provides information about people and societies; begin to understand that objects provide evidence for life in 'the Past'.</p>
2	<p>THE WRETCHED BRI TONS - Lesson 1 Life in a roundhouse To explore the lifestyle of the Celts.</p> <p>Lesson 2 Caratacus, hostage to fortune #To focus on the British resistance to the invasion.</p> <p>Lesson 3 Cartimandua, Queen of the Brigantes #To explore the story of Cartimandua, Queen of the Brigantes. #Alternatives to History Unit 6A 4,5.</p>	<p>Hist. 2a, 2c, 2d, 3, 4a, 5c, 6, 8a, 9</p> <p>Unit 6A 2a, 2c, 2d, 3a, 3c, 3d</p> <p>Alts. 4, 5 #</p>	<p>(1) Focus on aspects of Celtic life in the north of Britain. (2) Look at the role of archaeology in reconstructing past lives. (3) Make a model of a roundhouse.</p> <p>(1) Look at the impact of the Roman invasion on Britain through the story of Caratacus. (2) Plot the events of Caratacus' life on a 'Fortune Line'.</p> <p>(1) Tell the story of Cartimandua, followed by discussion. (2) Use the story to examine the relationship between the Romans and the British leaders. (3) Isolate the facts contained in the story. (4) Unravel the 'Mystery' of Cartimandua's behaviour.</p>	<p>LA</p> <p>HA</p> <p>LA</p> <p>HA</p> <p>LA</p> <p>HA</p> <p>LA Concentrate on Questions Set 1; limit number of Evidence Slips. HA Look for greater depth in debate.</p>	<p>*History Detective 6, *Huckhoe Plan, *model template, images of artefacts, raw materials, books etc. http://museums.ncl.ac.uk/reticulum http://www.bbc.co.uk/history/games http://www.gallica.co.uk</p> <p>*Life statements for Caratacus, *Fortune line. <i>Caradog and the Romans</i>, John Evans http://museums.ncl.ac.uk/reticulum http://ngfl.northumberland.gov.uk/thinking</p> <p>*The Evidence of Tacitus, *'Mystery' evidence slips. http://museums.ncl.ac.uk/reticulum http://ngfl.northumberland.gov.uk/thinking</p>	<p>Be able to use a range of evidence to research a specific topic; learn about life in a roundhouse.</p> <p>Be aware of British resistance to the Roman invasion; understand the changing fortunes of an historical character.</p> <p>Be aware of Cartimandua and the complexity of issues facing people in the 'Past'.</p>

3	<p>ROMAN BRITAIN</p> <p>Lesson 1 Why come to Britain? To discover reasons for the Roman invasion of Britain, to map the resources Britain offered Rome.</p> <p>Lesson 2 Living like a Roman To explore aspects of domestic life in Roman Britain.</p> <p>Lesson 3 A soldier's life for me To look at the construction and role of Roman forts using web-based research.</p> <p>Lesson 4 The end of the Empire Look at reasons for the collapse of the Roman Empire. Use contemporary sources to understand life in fifth century Britain.</p>	<p>Hist. 2a, 2b, 2c, 2d, 4a, 4b, 5a, 5c, 6, 7, 8a, 8b, 9</p> <p>Unit 6A 1b, 2a, 2d, 3a, 3b, 3c, 7a, 7b</p> <p>ICT 1a, 1b, 5a, 5b</p> <p>Num. Yr4:104</p>	<p>(1) Look at the reasons for the Roman invasion of Britain. Use 'Diamond Ranking' to order these to reflect their relative importance. (2) What did the Romans want from Britain? Create icons for these commodities and plot them on a map of Britain.</p> <p>(1) Discuss changes that the Romans made to daily life in Britain. Highlight differences between the area close to Hadrian's Wall and the remainder of northern Britain. (2) Look at and taste some of the commodities the Romans brought to Britain. (3) Prepare for a Roman feast - write invitations, plan menu, cook food, make costumes etc. (4) Research the 'god of the day' and customs associated with Roman celebrations.</p> <p>(1) Discuss the purpose of Hadrian's Wall and the role of the forts. (2) Use a variety of web-based sources to research different buildings within a Roman fort. Use research as a basis for written work etc. (3) Using the plan of Housesteads as a basis, create a class model of a Roman fort.</p> <p>(1) Discuss problems of defending the Roman Empire. Visualize this through role play. (2) Discuss the internal problems of the Empire and use 'Diamond Ranking' to place these in order of importance. (3) Read extract from Gildas', <i>The Ruin of Britain</i>, and use this as stimulus for creative writing.</p>	<p>LA Limit number of evidence slips.</p> <p>HA</p> <p>LA</p> <p>HA</p> <p>LA Restrict task to one specific region of a fort.</p> <p>HA Use greater range of resources.</p> <p>LA Limit number of evidence slips.</p> <p>HA</p> <p>LA Narrow choice of topics and provide support.</p> <p>HA</p>	<p>*Literacy Text 1, *map of Britain, *Why come to Britain? Evidence slips and list. http://museums.ncl.ac.uk/reticulum http://ngfl.northumberland.gov.uk/thinking</p> <p>*Literacy Text 6, foodstuffs, ingredients/instructions for recipes, replica artefacts. http://museums.ncl.ac.uk http://museums.ncl.ac.uk/reticulum http://romans-in-britain.org.uk http://www.novaroma.org/calendar/index.html http://www.romansinsussex.co.uk</p> <p>*History Detective 7, construction materials. <i>Hadrian's Wall</i>, Jane Shuter <i>The Living Roman Fort</i>, Stephen Johnstone & Mark Bergin <i>The Real Romans</i>, Mike Corbishley & Michael Cooper http://museums.ncl.ac.uk/reticulum http://www.bbc.co.uk</p> <p>*Literacy Texts 9, 10, *The End of the Empire evidence slips, *map of the Roman Empire. <i>The Ruin of Britain</i>, Gildas http://museums.ncl.ac.uk/reticulum http://ngfl.northumberland.gov.uk/thinking</p> <p>*History Detective 4, 6 Drawing/writing materials; http://museums.ncl.ac.uk http://museums.ncl.ac.uk/reticulum</p>	<p>Understand reasons for the Roman invasion of Britain.</p> <p>Understand some of the impact of the Romans on domestic life in Britain.</p> <p>Be able to identify key areas within a Roman fort; be able to use a variety of sources for research.</p> <p>Understand some of the issues that led to the collapse of the Roman Empire and how this affected life in Britain.</p> <p>Be able to use a museum/site as a resource for learning</p>
	<p>MUSEUM VISIT Museum/site visit To use a museum/site as a resource for learning. To focus on exhibits that relate to a specific topic.</p>	<p>Hist. 2a, 2b, 2c, 2d, 3, 4a, 4b, 5a, 5b, 5c, 6, 8a</p>	<p>(1) Prepare questions to 'ask' the collection prior to visit. (2) Explore the resources of a museum/site. (3) In pairs or small groups gather information relating to a specific topic of interest. This should be used to create a presentation. (4) Look at use of language within a museum/site.</p>	<p>LA Narrow choice of topics and provide support.</p> <p>HA</p>	<p>*History Detective 4, 6 Drawing/writing materials; http://museums.ncl.ac.uk http://museums.ncl.ac.uk/reticulum</p>	<p>Be able to use a museum/site as a resource for learning</p>

Learning Objectives	Teaching Activities	Learning Outcomes	Points to note and Curriculum Links
<p>Children should learn why the Romans wanted to conquer Britain</p> <p>how the Roman army was able to defeat a much larger Scottish force</p> <p>the reasons why the Romans withdrew from Scotland</p> <p>that Hadrian ordered the construction of a Wall across the north of England</p>	<p>Why was Hadrian's Wall built? Ask children why the Romans might want to bring Britain under their control, eg <i>corn, silver, wool, slaves</i>. Use maps of the Empire to show distances and boundaries.</p> <p>Compare and contrast the fighting methods of the Romans and native British. Explain the differences in armour and weaponry by making labelled drawings (see curriculum links for other practical activities). Discuss how the Roman army under Agricola defeated the native tribes at the Battle of Mons Graupius in Scotland in AD 84. Use Tacitus' account of Agricola's campaigns***. Extracts could be adapted for use in literacy hour. Children could write an article about the battle as if they were reporters at the scene, or pretend to be a veteran soldier recounting it to his grandson.</p> <p>Discuss why the Roman army was unable to overpower Scotland and why it eventually withdrew. (The native people held onto their territory because they knew the land and could use guerrilla tactics to attack. Also, some troops were withdrawn to deal with rebellions in other parts of the Empire.)</p> <p>Discuss reasons why Hadrian chose this part of England as his frontier, why he decided upon a wall as his means of control and what functions he expected it to fulfil. Children could then compose an Imperial proclamation, outlining his intentions and instructions. If time permits, they could compare his reasons from the viewpoint of the local natives and the soldiers who were to build it.</p> <p>All the events of this section could be presented as a storyboard or as a cartoon sequence.</p>	<p>Children explain the Romans' interest in controlling Britain</p> <p>explain how the Roman army was successful in conquest</p> <p>suggest reasons why the occupying forces were unable to conquer Scotland</p> <p>suggest reasons why Hadrian built the Wall and what purpose he intended it to fulfil</p>	<p>Use sources to explain Roman weaponry and tactics. Examine the design of Roman armour by making replica sections using available materials. Links with PE: Practise marching drills and formation work outside (movement and coordination). Links with Maths: Calculate how long it would take to march from one fort to the nearest turret, milecastle or fort, with full marching kit or in response to an anticipated attack.</p> <p>Links with Art: Celtic face painting (or masks); designs on Roman and Celtic shields and standards.</p> <p>You may want to mention that the next emperor, Antoninus Pius, abandoned the Wall and resumed attempts to conquer Scotland. These failed and the Wall was reinstated as the frontier.</p> <p>Point out that no records survive and that historians are not sure of Hadrian's motives.</p>
<p>how Hadrian's Wall might have been built</p> <p>that the Wall was only one part of the frontier's defences</p> <p>that the Romans used a standard plan for their forts and the buildings in them</p>	<p>What was Hadrian's Wall? Explain that building the Wall was a major task that required the mobilisation and maintenance of thousands of soldiers, as well as the acquisition and transport of substantial amounts of different materials. Use artists' impressions of the Wall under construction or carvings from Trajan's Column to list what materials, tools, jobs and skills were needed***.</p> <p>Show children a range of images of Hadrian's Wall frontier. Ask them to identify military features, eg <i>forts, turrets, milecastles, roads, bridges, vallum and ditches</i>, producing labelled drawings or annotated plans to explain their design and function***. This activity could be undertaken before or after a visit to the frontier.</p> <p>Give children plans of forts (from guidebooks) and ask them to identify similarities and differences. Which buildings are always contained inside and why? They could work in pairs to make a labelled plan of a typical fort; in groups to design a fort using paper templates to represent different buildings; or as a class to make a model using paper or card.</p>	<p>explain how the Roman army was able to undertake such a huge building project</p> <p>can identify and explain the different parts of the frontier zone</p> <p>use primary and secondary evidence to describe what the Wall might have looked like</p> <p>describe the shape, siting and layout of a typical Roman fort, and explain why this layout was used</p>	<p>Links with English: Ask pupils to imagine themselves as one of the figures in the picture. What might that person and others be saying or thinking, eg <i>issuing orders, explaining tasks, giving instructions, asking for help or giving encouragement</i>. Links with PE (movement): Simulate building tasks through working in pairs or as a team.</p> <p>Links with Geography: Children could use a map to find out how close they are to the line of the Wall. Do they live behind or beyond the frontier?</p> <p>Links with Science (materials): Point out that the western part of the Wall was initially constructed using turf.</p> <p>Links with Technology: How the Romans used stone as a multi-purpose building material. Look for different examples on site, eg <i>hypocaust systems and the methods of supplying, storing and distributing water</i>. Find out what devices Roman builders used to lift stone.</p>

<p>to identify the surviving evidence of the Hadrian's Wall frontier</p> <p>how this evidence enables us to formulate an impression of what the frontier looked like and what it might have been like to live alongside it</p>	<p>Discuss the advantages of building forts to a standard design by imagining that children are troops who have just arrived at their new posting or are responding to an alarm raised during the night.</p> <p>Visit Hadrian's Wall frontier. Decide on a focus for your visit. It could be:</p> <ul style="list-style-type: none"> • what the Wall looked like, and its impact on the landscape • its different defences, and how they functioned • the different buildings in which soldiers lived and worked • artefacts in museums that show how soldiers and civilians lived <p>Use artists' impressions to help children understand the remains of a site. Talk about how people are able to 'reconstruct' buildings from the past and where the evidence comes from, <i>eg archaeological evidence, documentary and visual sources, and comparison with similar buildings</i>. Compare two versions of a similar subject. (See Interpreting the Past poster pack for images and further ideas. Available from English Heritage.)</p> <p>After the visit encourage children to establish what they have learned, and what else they would like to find out. Let them frame their own questions for independent research.</p>	<p>present information that shows an understanding of Hadrian's Wall frontier</p> <p>understand how artists' impressions, models and reconstructed buildings can be produced from limited evidence, and how interpretations can differ</p>	<p>Links with Geography: Use aerial photographs to look at the siting of the Wall, its related structures and earthworks, and its impact on the landscape.</p> <p>Links with English: Recollections and information recorded during a site visit can be used to inspire different forms of language work. Children could imagine what it might have been like on look-out duty at a turret or milecastle, on guard duty at a fort, or visitor to a town or civilian settlement. What would they see, hear and feel in each situation?</p>
<p>how the construction of the Wall affected the lives of the local population</p> <p>how the frontier brought peace to the area and encouraged migration to the region</p> <p>how different people viewed the construction of the Wall</p> <p>about the origins of the soldiers who served on the Wall, many of whom retained their own traditions and beliefs</p>	<p>What was the impact of Hadrian's Wall on life in the region?</p> <p>Explain that the line of the Wall followed strategic land features, often cutting through tribal homelands. Discuss with children what life would be like if an invading force built a wall through the middle of their town or village.</p> <p>Explain how the frontier included a network of roads. This allowed troops to move quickly in response to trouble and gave stability to the region. This encouraged further settlement and trade. On a map of the area in Roman times ask the children to work out routes between forts, towns and ports.</p> <p>Supplying the troops created a military-based economy which benefited local people and also brought merchants from throughout the Empire. Divide children into groups, asking each to list what different people might need, <i>eg officer in charge of the fort's stores, commanding officer, soldier, tribal leader or civilian</i>. In two adjacent columns say where each item might have come from and how it was transported.</p> <p>Ask children what the Wall might have meant to Hadrian, the soldiers building the Wall, and the native people living either side of it. Summarise their views on a chart under three columns, or attach speech bubbles around three large character drawings.</p> <p>Give children a map of the Roman Empire or modern western world. Ask them to find where soldiers at each fort came from***. Draw a line connecting the country to the relevant forts. Children could imagine how a soldier building the Wall might feel when looking at a map that showed his homeland. What might he say to his family about north Britain, his comrades and the local people? Compare his feelings with those of the centurion in the Kipling poem 'A Centurion's Song', who has been recalled from Britain after a long period of service***.</p> <p>*** See Hadrian's Wall, a teacher's handbook - English Heritage</p>	<p>appreciate that the Wall cut through tribal homelands and divided its people</p> <p>explain how the frontier brought peace and stability to the area</p> <p>explain how the construction of the Wall encouraged migration to the area and introduced new settlement</p> <p>recognise that the Wall had a different meaning for various groups of people</p> <p>give reasons for the multi-cultural nature of people living in the Wall area</p>	<p>Opportunities for role-play. Create a barrier across the classroom with a controlled crossing point, challenging pupils each time they want to pass.</p> <p>Links with Technology: Look at possible ways that soldiers could relay messages along the Wall.</p> <p>Use handling collections to look at what objects were used for, where they came from and how they were transported.</p> <p>Point out that the native population did not become Romans, but that some adopted Roman lifestyles while many others retained their own lifestyle.</p> <p>Links to Citizenship: Discuss origins of children's families, friends and neighbours.</p> <p>Point out that the Romans had multicultural society in which the common language was Latin. This enabled all races to communicate, and was essential in the army so that soldiers could follow orders and work as a team.</p>