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| **Session Outline** | | | |
| **Title:** Roman Soldier | | **Related Sessions:** Boudica, Archaeology Detectives | |
| **Duration:** 1 hour | **Audience:** KS2 | | **Location:** Marquee |
| **Main Objective:** To understand how life was like as a Roman Soldier | | | |
| **Session Description:**  Children meet a roman soldier who is based at the Roman fort at Mancetter. He is over at Bosworth as he and his cohort are helping to build a temple to the God, Mars, here on the hill so that they can come and make offerings to the God of War. He tells them about his life in the army, training and tactics and enlists the students as soldiers, teaching them the rudiments of roman battle tactics and skills ahead of the suspected battle with Boudica and the Iceni. | | | |
| **Learning Outcomes:**   * To understand why the Romans invaded Britain * To understand why there were Romans in Leicestershire and the relevance of roman roads * To identify differences between legionary and auxiliary soldiers including clothes and weapons * To describe everyday life within a Roman fort * To know about Roman Gods including Mars, God of War * To compare the Roman and Celts tactics in battle | | | |
| **National Curriculum links:**  History:   * A local history study * The Roman Empire and its impact on Britain * The Roman Empire by AD 42 and the power of its army * Successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, for example, Boudica * ‘Romanisation’ of Britain: and the impact of technology, culture and beliefs * 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 influenced and been influenced by the wider world * Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales   Language and Literacy:   * Listen and respond appropriately to adults and their peers * Ask relevant questions to extend their understanding and knowledge * Articulate and justify answers, arguments and opinions * participate in discussions, presentations, performances, role play, improvisations, and debates | | | |