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| **Title:** Roman Archaeology | | **Related Sessions:** Boudica, Roman Soldier, Roman Ramble | |
| **Duration:** 1 hour | **Audience:** KS2 | | **Location:** Heritage Room |
| **Main Objective:** To understand how archaeology can help us find out more about Roman life | | | |
| **Session description:**  Through seeing and handling actual Roman artefacts and finding out about the Roman archaeology that has taken place at Bosworth Battlefield Heritage Centre, the children will understand about methods of historical enquiry and how they can help us learn and interpret the past. | | | |
| **Learning Outcomes:**   * To know different methods of archaeology * To understand the timeline of activity here at Bosworth and that it is not just medieval * To know how Roman Bosworth fits into the local landscape * To learn how artefacts can give us clues as to how people lived in the past * To know what archaeologists look for when investigating finds and heritage sites * To understand how archaeologists interpret clues * To identify information that is important in helping us to understand society and individuals in their historical, heritage and archaeological contexts * To practice critical thinking skills and formulating arguments and opinions | | | |
| **National Curriculum links:**  **History:**   * A local history study. * The Roman Empire and its impact on Britain * ‘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. * 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. * 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   **Geography:**   * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   **Science:**   * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment * describe the simple physical properties of a variety of everyday materials   **Maths:**   * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value * estimate, compare and calculate different measures * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers   **Art:**   * to use a range of materials creatively to design and make products | | | |