

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
To investigate and interpret the past.	<p><b>Milestone 2</b></p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	Children to complete the pictures of the storyboard of Romulus and Remus on Worksheet 1A.	Children to complete the storyboard of Romulus and Remus on Worksheet 1B using the words in the word bank to help them.	Children to write an account of the legend of Romulus and Remus, including illustrations.	<p>Slides</p> <p>Worksheet 1A/1B/1C</p> <p>Roman Empire sheet</p> <p>Atlases</p>
	<p><b>Milestone 3</b></p> <p>Select suitable sources of evidence, giving reasons for choices.</p>	Children to write an account of the legend of Romulus and Remus on Worksheet 1C, including illustrations.	Provide children with a map and ask them to use an atlas to find out the names of the modern countries that were once a part of the Roman empire.	<p>What does the fact that the Roman Empire spread so rapidly tell you about the people and government of Rome?</p> <p>What qualities would they have needed to be so successful?</p> <p>What do you think their army would have been like?</p>	

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To build an overview of world history.	<p><b>Milestone 2</b></p> <p>Describe the social, ethnic, cultural or religious diversity of a past society.</p>	<p>Children to fill in the pyramid on Worksheet 2A showing slaves, plebeians, senators and emperors. Children to fill in the labels for each section using Information Sheet A to help.</p>	<p>Children to fill in the pyramid on Worksheet 2B showing slaves, plebeians, senators and emperors. Children to fill in the labels for each section using Information Sheet A to help.</p>	<p>Children to complete the Roman glossary on Worksheet 2C explaining terms, e.g. republic, senate, plebeian, patrician, etc. Children to use books, internet, etc, to find the correct definitions for each term.</p>	<p>Slides Worksheet 2A/2B/2C Information Sheet A Books, access to internet, etc Research Cards A</p>
	<p><b>Milestone 3</b></p> <p>Describe the social, ethnic, cultural or religious diversity of a past society.</p>	<p>Children to complete the Roman glossary on Worksheet 2C explaining terms, e.g. republic, senate, plebeian, patrician, etc. Children to use Information Sheet A, books, internet, etc, to find the correct definitions for each term.</p>	<p>Provide children with one of the Research Cards A, giving the name of a Roman emperor as well as books, access to internet, etc, and ask them to find the answers to the questions on the cards to create a fact file about the emperor.</p>	<p>How do you think life would have been different for a slave and a plebeian? How would life have been different for a senator and a patrician? What class of person would you have liked to have been if you lived in ancient Rome? Why?</p>	

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To investigate and interpret the past.	<p><b>Milestone 2</b></p> <p>Use evidence to ask questions and find answers to questions about the past.</p>	<p>Provide children with books, access to internet, Picture Cards A, etc, and ask them to find out 10 interesting facts about life in Ancient Rome to list on Worksheet 3A.</p>	<p>What do you think would have been the best thing about living in ancient Rome? What do you think would have been the worst thing? Children give reasons for their choices.</p>	<p>Children to write a list of 5 questions and then use books, Picture Cards A, internet, etc, to find the answers to the 5 questions they have asked.</p>	<p>Slides Worksheet 3A/3B/3C Picture Cards A Books, access to internet, etc. Research Cards B</p>
	<p><b>Milestone 3</b></p> <p>Use sources of evidence to deduce information about the past.</p>	<p>Children to write a list of 5 questions on Worksheet 3B and then use books, Picture Cards A, internet, etc, to find the answers to the 5 questions they have asked. Children to note responses in the boxes.</p>	<p>Children to use the information in books, internet, etc, to complete the fact file on Worksheet 3C giving at least 3 points for each of the categories listed.</p>	<p>Give each child one of the Research Cards B giving a category and a list of questions. Children to research the category on their cards and present the information in a booklet. Ask the children to create a front cover, contents page, index, etc.</p>	

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To communicate historically.	<p><b>Milestone 2</b></p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Children to imagine they are a spectator at a gladiator fight. On Worksheet 4A, children to write down everything they can see, hear, smell and feel.</p>	<p>Ask children to produce a poster to advertise an upcoming gladiator event at the Colosseum in Rome. This can be done using ICT or drawn onto plain paper.</p>	<p>Do you think you would have enjoyed being a gladiator? Why? Why not? Encourage children to think about both the positive (e.g. the honour, training, good food, etc) as well as the obvious negative aspects.</p>	<p>Slides Worksheet 4A</p>
	<p><b>Milestone 3</b></p> <p>Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</p>	<p>Ask children to produce a poster to advertise an upcoming gladiator event at the Colosseum in Rome. This can be done using ICT or drawn onto plain paper.</p>	<p>Do you think you would have enjoyed being a gladiator? Why? Why not? Encourage children to think about both the positive (e.g. the honour, training, good food, etc) as well as the obvious negative aspects.</p>	<p>Children to imagine they are at an amphitheatre watching a gladiator fight. Children to write an eye-witness account of everything they can see, hear, smell and feel. Encourage children to use as much detail as possible and to make the account sound as exciting as they can.</p>	

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To build an overview of world history.	<p><b>Milestone 2</b></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of man, women and children.</p>	<p>Provide children with books and access to the internet. Children to use the sources to match the name of the god to the description on Worksheet 5A.</p>	<p>Provide children with books and access to the internet. On Worksheet 5B, children to complete the fact files for any 6 of the Roman gods or goddesses.</p>	<p>Give children twelve pieces of blank card (around the size of a playing card) and a copy of the Challenge Card. Ask them to create a fact card for each of the Roman gods listed on the card.</p>	<p>Slides Worksheet 5A/5B Challenge Card Card</p>
	<p><b>Milestone 3</b></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Give children twelve pieces of blank card (around the size of a playing card) and a copy of the Challenge Card. Ask them to create a fact card for each of the Roman gods listed on the card.</p>	<p>Provide children with a variety of sources of information about the Roman gods and goddesses and ask them to devise a Roman Gods Quiz in pairs. This could be done using question cards, multiple choice questions, as a board game or any other way the children can think of.</p>	<p>Which of the Roman gods or goddesses do you find most interesting and why? What do you think of the Roman religion? Why?</p>	