

Coverage of Skills - Gods & Gladiators

Thinking across the Curriculum	Engage	Develop	Innovate	Express
Asking questions	X	X	X	
Activating prior skills, knowledge and understanding		X	X	X
Gathering information	X	X	X	
Determining the process/method and strategy			X	
Determining success criteria			X	X
Generating and developing ideas	X	X	X	
Valuing errors and unexpected outcomes				X
Entrepreneurial thinking			X	
Thinking about cause and effect and making inferences		X		
Thinking logically and seeking patterns		X		
Considering evidence, information and ideas	X	X	X	
Forming opinions and making decisions			X	X
Monitoring progress				X
Reviewing outcomes and success criteria				X
Reviewing the process/method				X
Evaluate own learning and thinking				X
Linking and lateral thinking			X	
Communication across the Curriculum				
Developing information and ideas	X	X	X	
Presenting information and ideas			X	X
Locating, selecting and using information using reading strategies	X	X		
Responding to what has been read	X	X	X	X
Organising ideas and information	X	X	X	X
Writing accurately		X	X	X
Communicating ideas and emotions	X		X	
Communicating information	X	X	X	X
ICT across the Curriculum				
Finding and developing information and ideas		X	X	X
Creating and presenting information and ideas		X	X	X
Number across the Curriculum				
Using numbers				
Measuring				
Gathering information				
Using the number system				
Using a variety of methods				
Talking about and explaining work				
Comparing data				
Recording and interpreting data and presenting findings				

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Gods & Gladiators

Imaginative Learning Project for Lower KS2 Children



SUBJECT COVERAGE: Gods & Gladiators

ILP Focus Subject	History
ILP Writing Genre	Stories with Historical Settings
Art & Design	Mosaics
D&T	Model Making
Geography	Settlements
History	The Romans & Celts
ICT	Research
PE	Dance & Movement
PSHE & C	Positive Contribution

ILP Overview

This project has a history focus and teaches children about the significance of the Romans, who they were, where they came from and their impact on the Celt population of Wales and Britain. At the heart of this project the children learn how to write narrative stories with an historical setting and develop additional skills in persuasion and letter writing.

In the Innovate Stage children apply their skills and understanding by creating a Roman God for Jupiter's council - designing and making a suitable gift for him.

In this project the children will learn:

- About the historical events associated with the Roman invasion of Britain and Wales and their settlement in these places;
- About the culture, religion, buildings and way of life in Roman Britain, and how the settlement affected the Celtic people;
- How to use a range of sources to gain information about the Celts and Romans;
- How to present information and make a persuasive case;
- How to write narrative stories set in an historical context.

1. ENGAGE

Children engage in purposeful and contextualised learning experiences; in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn.

- Visit a historic Roman building or town/settlement to find out about the past. Use fieldwork techniques of photography, sketching, measuring, mapping and labelling.
- Invite a 'real' Roman into the classroom to talk to the children about life in Roman times. Prepare questions to ask.
- Identify on maps and globes where the Romans originated from and their routes of travel and initial settlements.
- Collect, display, ask and answer questions about a range of Roman artefacts and images provided by local museum services and record information in learning logs on the focus of the enquiry.
- Invite a 'real' Celt to talk to the children about life in Roman Britain. Discuss some of the conflicts that would have arisen with the Romans and why. Discuss in circle time.
- Explore the role of Roman artists and craftsmen. Make drawings and notes in sketchbooks and learning logs.
- Invite a local historian or museum curator into school to answer and pose questions for the children about the impact of Roman and Celt settlements in the locality.
- Explore the Roman religion. Identify the names of Roman Gods and write simple character profiles of a chosen Roman God.
- Build Rome in a day! Create a 'Roman Corner' in the classroom with costumes, armour and masks for role-play.
- Explore the role of a gladiator in Roman times. Consider the lifestyle of a gladiator. Invite a dance expert into school to stimulate ideas and techniques in movement and choreograph ideas about battles and conflict.
- Watch film clips and animation about the Romans, Roman army and gladiators. Make notes and gather ideas using mind maps.
- Make Roman headdresses and take photographs of their designs.
- Use a range of non-fiction books to support independent research. Read stories set in Roman times.

2. DEVELOP

Children develop knowledge, understanding and subject skills required to progress their learning through quality differentiation and focused learning tasks and experiences.

- Place significant events and people on a Roman timeline. Develop date cards using ICT, with images and a brief description of significant events or people.
- Establish a research carousel to develop understanding of a range of aspects of Roman lifestyle. Research stations could include: the settlement of Romans and impact on towns, the development of roads, costume and home life, Roman Emperors, soldiers and the Roman army and significant people including Julius Caesar.
- Establish a research carousel to develop understanding of the Celt way of life. Research stations could include: the invasion of the Romans, costume and home life.
- Research, read and understand the historical significance of Boudicca's story.
- Develop skills and techniques of effective story writing in a historical context. Learn how to include historical detail for accuracy.
- Develop the story of Boudicca, told from the perspective of a Roman or Celt that explores feelings and ideas about invasion and settlement.
- Research Roman eating habits of the rich and poor. Create Roman menus and illustrate using ICT.
- Develop a greater understanding of Roman religion and the role of Gods in their beliefs. Hold a God's forum where issues about Roman society are discussed by the Gods. Use role-play.
- Plan a route to Wales in the role of a Roman general.
- Analyse Roman and Celt settlements using Google Earth. Describe where they are. Look at place names, determining whether they are Roman or Celtic and record any data using ICT relevant to the enquiry.
- Draw and plot features of Roman or Celt settlements using grids and maps.
- Develop dance and movement sequences to music to create an atmosphere of gladiators at the coliseums.
- Learn the skills of mosaic making. Make small scale mosaics to create patterns and tiles that have a Roman theme.

3. INNOVATE

Children are given the opportunity to innovate by applying their knowledge, skills and understanding through a challenging provocation, using their own and negotiated ideas.

Example Provocation

Jupiter, King of the Roman Gods, is looking for new gods to add to his 'God's Council'. As a respected and victorious gladiator you have been asked to apply to join the council. You must create your own God, making sure he or she represents an aspect of Roman life.

You must present your God to Jupiter at the 'God's Council' and persuade him that your new God is the God he needs for his council.

To be successful in this task, you must:

- Use a range of sources (including ICT) to find out about the Roman Gods and create a new God that Jupiter would find useful;
- Be able to describe how you would make life for the Roman people better using your powers and great knowledge;
- Present your findings to the council in a way Jupiter would find impressive - for example using multimedia or a strong verbal presentation;
- Be able to argue a case for yourself and take account of the views of others;
- Dress to impress Jupiter;
- Make a gift for Jupiter such as a shield, a headdress or mosaic.

4. EXPRESS

Children express and evaluate their knowledge, understanding and skills, as outcomes of the learning in different memorable forms including using a variety of media and technology.

- Present themselves as their new God to Jupiter. Read aloud and perform their presentations and present their artefacts and gifts with an explanation of their making.
- Hold a Roman morning and invite parents to listen to information learned on the theme of Romans and Celts. Provide Roman style refreshments - enjoy olives, bread, pretend wine, fruit and other Roman foods but without the dormice!
- Read their historical stories out loud and refine written work for display.
- Practice and create a polished 'Battle' performance based on either gladiator, Roman army or Celt fighting. Choose and perform to music.
- Use circle time to consider questions about why people still invade and settle in different places around the world. Relate to topical issues. Read stories and reports and discuss their own views. Listen to the views of others.
- Write entries in their learning log reflecting on the learning from the project. Make displays and learning walls about their project.
- Imagine you are Jupiter. Write a letter of appointment to one of the new Gods explaining why they were the successful applicant.
- Use ICT skills to create an online gallery for their Gods gifts and exhibits.
- Hold a council meeting to discuss views on current and relevant school issues. Role-play and present themselves as their new God creations.