

Workshop : Roman Soldier Touch tour

National Curriculum Links

KS2:

- the Roman Empire and its impact on Britain
- 'Romanisation' of Britain and the impact of technology, culture and beliefs
- local history study
 - a study over time tracing how several aspects of national history are reflected in the locality
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- legacy Roman culture (art, architecture or literature) on later periods in British history, including the present day
- Increased knowledge of primary and secondary sources.

Cross Curricular:

Geography

- Geographical skills and fieldwork

Learning objectives	Session structure	Assessment for learning
<p>To explore what it was like to be a soldier, Centurion and Commanding Officer in the Roman Army stationed at Arbeia Roman fort.</p> <p>To learn about the physical and human geography of the area.</p>	<p>Introduction: Children are introduced to what a Roman fort is, the importance of Arbeia Roman Fort on the frontier and its geographical location and its importance.</p> <p>Session activities: Children line up like soldiers and are led in a march to different locations to see the reconstructions and to learn about the realities of Roman army life. At each stop, real and reproduction artefacts are</p>	<p>Children will explore themes through visiting reconstructions, role play, and object handling, we will ask questions throughout to check understanding.</p> <p>Children will have opportunities to respond</p>

<p>To learn how archaeological evidence can help us find out about life at Arbeia Roman Fort.</p> <p>To use artefacts for handling purposes to bring history to life with sensory engagement.</p>	<p>used to bring the information to life, allowing the children to use all of their senses from touch, smell, sight, and sound.</p> <p>Plenary</p> <p>At the end of the tour, children will be asked to consider who they would rather be and to discuss the many differences between the different ranks, living quarters, and roles.</p> <p>Conclude with a Q and A session.</p>	<p>and give feedback throughout the session.</p> <p>There will be opportunities for Q&A at the end of the session.</p>
<p>Before your visit</p>	<p>After your visit</p>	<p>Key vocabulary</p>
<p>Make a free teacher pre visit to familiarise yourself with the site</p> <p>Contact stlearning@twmuseums.org.uk</p> <p>Borrow a Roman themed Box of Delight</p> <p>https://twamschools.org.uk/boxes-of-delight</p> <p>Use our Teachers' notes for background information</p> <p>https://arbeiromanfort.org.uk/learning/teacher-notes-and-background-information</p>	<p>Create a diary entry for a day or week for a soldier, centurion and commanding officer.</p> <p>Use our downloadable cross curricular school resources from Crafty Romans with activities that enhance knowledge and understanding of the past and support critical thinking skills.</p> <p>https://arbeiromanfort.org.uk/learning/crafty-romans-from-our-collections-home</p>	<p>Hadrian's Wall, River Tyne, defence ditches, reconstruction, foundations, barracks, latrine, commanding officer, centurion, soldier, Septimius Severus, boatmen from Iraq, granary, kiln, throwing-stone, port.</p>