



# ROMAN DAY

## KS 2 HISTORY

<p><b>Learning Objectives During this Day Course pupils should learn:</b></p> <ul style="list-style-type: none"> <li>ü To ask and answer questions about life in Roman Britain using appropriate vocabulary.</li> <li>ü About aspects of social and cultural life in Roman times.</li> <li>ü About the historical evidence of Roman settlement concealed in the fenland environment.</li> <li>ü To empathise with people from Roman times.</li> <li>ü About how the past may be interpreted through a story.</li> </ul>
<p><b>Pupils will also:</b></p> <ul style="list-style-type: none"> <li>ü Learn safely in a new environment.</li> <li>ü Gain an appreciation of the environment and understand their role in caring for it.</li> </ul>

<p align="center"><b>Day Course Programme</b></p> <p align="center">Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.</p>
<p><b>Introduction:</b> On arrival a member of CEES staff will welcome your group to the Centre and describe the day’s programme and the learning objectives. Pupils will then be divided into “cohorts” and will be issued with Roman tunics, Roman ID tags and Roman passports, and they will then assume the role of Roman citizens for the day.</p>
<p><b>Session A:</b> This session is based on the mystery surrounding the missing gold treasure carried by Marcus Maximus. Using the text of the story as their guide, pupils will follow a route from the Centre to a Roman Canal, and then around Upware Roman village. They will collect information along the route about the Fens in Roman times. Using all the clues they have gathered they should then be able to solve the mystery and find the stolen treasure. Celebrations with chariot racing and drill practice will then be the order of the day!</p>
<p><b>Session B:</b> This will be a workshop session with a variety of practical activities related to Roman times, including: identifying, examining and sketching Roman artefacts; preparing a Roman delicacy; sums in Roman numerals using wax tablets with feather quills; using clay tablets; and finding out about the wild animals that lived in Roman Britain. The day will also include opportunities for trying Roman games and pastimes including stilt walking.</p>
<p><b>Plenary:</b> The group will reflect on their day and consider how well the learning objectives have been met.</p>
<p><b>Note:</b> The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.</p>

<p><b>Adult : Pupil ratios</b></p> <p>For this course CEES’ recommended ratio for safety is <b>1 : 8</b></p> <p>For most classes, 4 pre-arranged working groups, each with an adult, is ideal. These groups will become “cohorts” on the day. Additional adults may be needed with classes where individual pupils need 1 : 1 support</p>
<p><b>Other information</b></p> <p>Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.</p>

<b>Relevant extracts from CEES risk assessments</b>	
<b>See also separate guidance notes on safe and effective day courses</b>	
<b>Hazard</b>	<b>Control measures</b>
Extreme weather conditions	<ul style="list-style-type: none"> <li>• CEES staff are aware of daily weather forecast.</li> <li>• Alternative venues or activities are substituted if weather conditions are particularly unfavourable.</li> <li>• In extreme cases, where guidance notes on clothing have not been complied with pupils may be excluded from activities.</li> </ul>
Unfamiliar countryside surroundings	<ul style="list-style-type: none"> <li>• Adults supervise directly, for example by walking beside the group and regularly checking that entire group is present.</li> </ul>
Village roads	<ul style="list-style-type: none"> <li>• The CEES leader walks ahead of pupils with one adult at the rear and other adults walking with their group.</li> <li>• When walking and working in small groups, pupils are instructed to stay close to their supervisory adult.</li> <li>• Pupils are instructed to walk in single file or not more than two abreast and to walk on a footpath if possible, otherwise on the safer side of road, normally the right to face oncoming traffic.</li> </ul>
Uneven ground, low branches on trees, steep slopes, steps	<ul style="list-style-type: none"> <li>• Pupils and adults are made aware of expected standards of behaviour and, for example pupils are instructed to walk, not run, to look ahead, and to stay close to their supervisory adult.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• Pupils are given clear verbal instructions in the safe use of equipment.</li> <li>• Pupils are closely supervised by adults at all times.</li> </ul>