

# Year 4: The Roman Empire – Roman Coins Lesson 1

Duration 2 hours. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To investigate who the Romans were and why they came to Britain</b></p> <p>Cross curricular links: Geography, Numeracy, History</p> <p>CT to introduce the topic of the Romans and elicit children's prior knowledge:</p> <p><b>Q Who were the Romans?</b>  <b>Q What do you know about them already?</b>  <b>Q Where do they originate from?</b></p> <p>CT to show children a map, children to locate Rome and Britain. Explain that the Romans invaded Britain.</p> <p><b>Q What does the word 'invade' mean?</b></p> <p>To understand why they invaded Britain we must examine what was happening in Britain before the invasion. Explain that before the invasion of the Romans, Britain was ruled by Celts. There were no roads or towns and most people were farmers, living in thatched houses made from wood. Between around 300 BC and AD 200, the people of Rome built a huge empire. It included all of the lands surrounding the Mediterranean Sea and was one of the best organised empires in history. It lasted for hundreds of years. Throughout their empire, the Romans built cities and roads. In the conquered lands, people learnt to live like the Romans-to wear Roman clothes, worship Roman gods and speak Latin (the Roman language). People who had been living in small villages began to live in cities too. The Romans firmly believed that their own way of life was the best in the world. They thought they were doing the peoples they conquered a favour by showing them the proper way to live.</p> <p>Explain to the children that today they will be exploring a timeline that shows the key events within the Roman invasion.</p> <p><b>Q What is a timeline?</b>  <b>Q What would you expect to see on a timeline?</b>            Eg. dates in chronological order, events etc</p>	<p>Activities: Mixed Ability Groups.</p> <p><b>Activity 1:</b></p> <p>Sort timeline flashcards into chronological order</p> <p>After completion, discuss the events as a whole class to ensure that the children understand the vocabulary and events described</p> <p>* Option to use  <a href="http://www.schoolsliasion.org.uk/kids/preload.htm">http://www.schoolsliasion.org.uk/kids/preload.htm</a> or  <a href="http://resources.woodlands-junior.kent.sch.uk/homework/romans.html">http://resources.woodlands-junior.kent.sch.uk/homework/romans.html</a>            for further information about the key dates and events involved in the Roman invasion.</p> <p><b>Activity 2:</b> Write a few sentences to explain when and why the Romans came to Britain</p> <p><b>Writing frame:</b>            The Romans invaded Britain in...            An important date in the Roman invasion was...            This was when...            The Romans invaded Britain because...            The Roman invasion ended in...</p> <p><b>Activity 3:</b>            Children to sort out the True or False statements 'Why did the Romans come to Britain'</p> <p><b>EAL / SEN:</b></p> <ul style="list-style-type: none"> <li>➤ Visual images on timeline</li> <li>➤ Mixed ability talk partners will offer peer support.</li> <li>➤ Speaking and listening skills will be developed through discussion.</li> </ul> <p><b>G&amp;T:</b></p> <ul style="list-style-type: none"> <li>➤ To offer explanations and opinions about why they think the Romans invaded Britain. To express their views.</li> </ul>	<p><b>AFL: Who were the Romans?</b></p> <p><b>AFL: Why did the Romans want to come to Britain?</b></p> <p>CT to refer back to the idea that one of the main reasons for invasion was connected to wealth and money. Explain that over the next few lessons we shall be focusing on Roman money / coins.</p> <p><b>RESOURCES</b></p> <p>Websites:  <a href="http://www.schoolsliasion.org.uk/kids/preload.htm">http://www.schoolsliasion.org.uk/kids/preload.htm</a>  <a href="http://www.sparklebox.co.uk/topic/past/roman-empire.html">http://www.sparklebox.co.uk/topic/past/roman-empire.html</a>  <a href="http://resources.woodlands-junior.kent.sch.uk/homework/romans.html">http://resources.woodlands-junior.kent.sch.uk/homework/romans.html</a></p> <p>True or false statements            Resource sheet for Teachers:  <a href="http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=6075816&amp;">http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=6075816&amp;</a></p> <p>Ancient Romans Timeline cards            Map (not included)</p> <p><b>Key vocabulary:</b>            Celt            Army            Conquer            Emperor            Invade            Roman            Roman Empire</p>

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<p><b>Activity 1:</b> <a href="http://www.sparklebox.co.uk/topic/past/roman-empire.html">http://www.sparklebox.co.uk/topic/past/roman-empire.html</a></p> <p><b>Use the timeline flashcards, children to organise the cards into chronological order</b></p> <p>Discuss that the Romans had a large empire and wanted to take over places that could give them something that was useful to them.</p> <p><b>Q Why do you think the Romans wanted to come to Britain?</b> (for wool, lead, silver, slaves, tin, gold, corn, ambition, revenge etc) Record children's responses on a mind-map.</p> <p>Discuss each of these elements (see resource sheet)</p> <p><b>Activity 2 &amp; 3</b> – see activity notes</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> speaking frame, visuals, mixed ability paired work, questioning.</p> <p><b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution. Economic well being</p>	<p>➤ To pose their own questions as to what they would like to find out about the Romans in Britain.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>➤ I can identify where Rome is.</li><li>➤ I know who the Romans were.</li><li>➤ I can explain why the Romans came to Britain.</li></ul>	

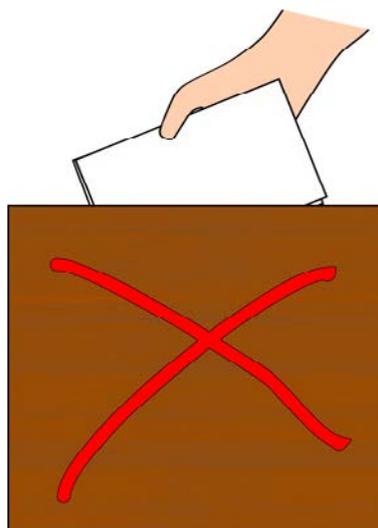
## Ancient Romans Timeline Cards

**753 BC**



**The building of  
Rome begins**

**510 BC**



**Rome becomes a republic  
with elected officials**

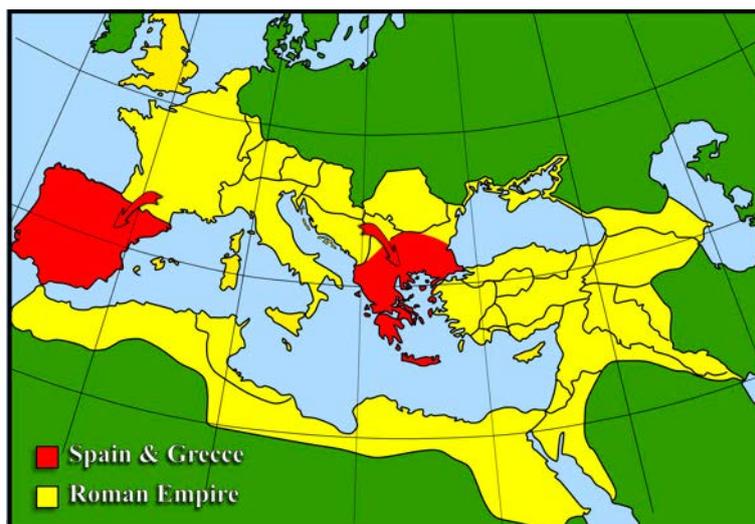
## Ancient Romans Timeline Cards

**202 BC**



**Rome's power spreads as they conquer beyond Italy**

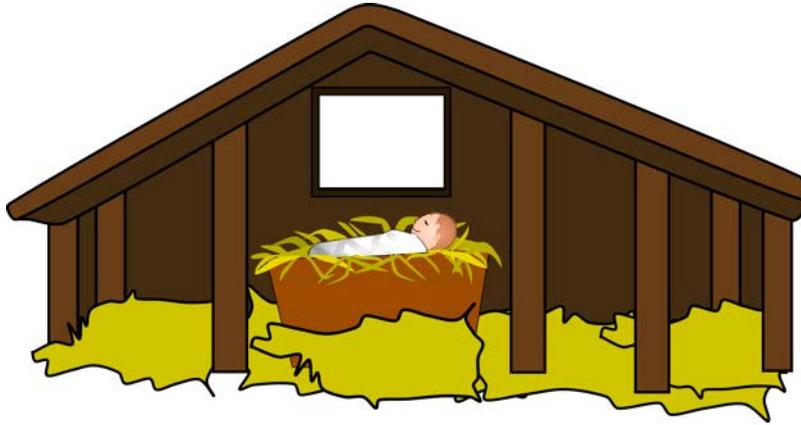
**130 BC**



**The Romans conquer Spain and Greece**

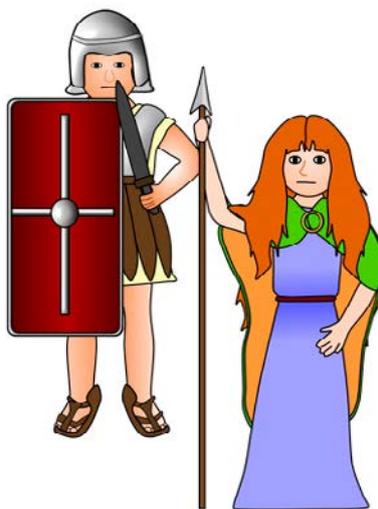
## Ancient Romans Timeline Cards

**0 BC**



**The birth of Jesus**

**61 AD**



**Boudicca's rebellion  
against the Romans**

## Ancient Romans Timeline Cards

**122 AD**



**The building of Hadrian's Wall begins**

**200 AD**



**The Barbarians attack the Romans**

## Ancient Romans Timeline Cards

**235 - 285 AD**



**Difficult times. 20 Emperors  
are assassinated.**

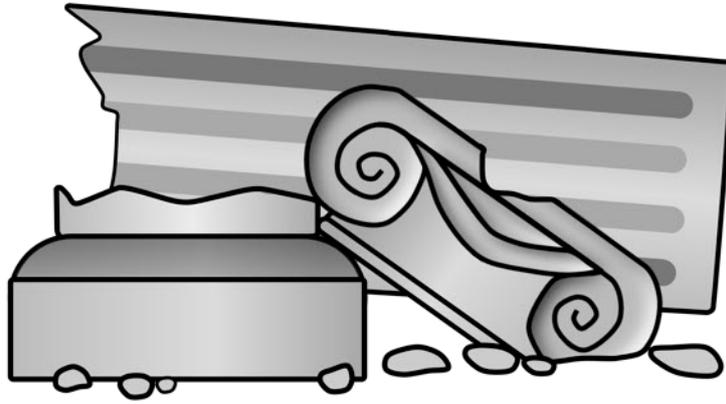
**410 AD**



**The Romans' rule in  
Britain ends**

## Ancient Romans Timeline Cards

**455 AD**



**Vandals destroy Rome  
and the Roman  
Empire collapses**

**Britain had lots of goods which the Romans wanted.**

**Britain invited the Romans to come and share their goods.**

**Britain had a good supply of sheep and wool, which was needed to make the Roman togas.**

**Britain had lots of raw materials such as leather which was used to make uniforms, soldier's tents and buckets.**

**Britain had silver mines. The Romans used silver to make coins.**

**Slaves were used to fight as gladiators to entertain the Romans.**

**Romans were entertaining the Britons.**

**Romans were helping to look after Britain's raw materials.**

**Romans did not want to show how powerful they were.**

**Romans were showing how powerful they were.**

**The Romans respected everyone's religion and customs.**

**The Romans wanted everyone to follow their religion and customs.**

**The first invasion took place because Julius Caesar was ambitious and wanted power and glory.**

**The Romans wanted to punish the Britons for supporting the French fight against the Romans.**

**The Romans hated the Druids (The Celtic priests).**

**The Romans were worried about the fierce Celts.**

**The Romans wanted to taste British food.**

**The Romans wanted to expand the Roman empire.**

**The Romans loved the weather in Britain.**



# Year 4: The Roman Empire – Roman Coins Lesson 2

Duration 1 hour. Date:

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Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To know how Roman money was used</b>            Cross curricular links: Literacy, History</p> <p>Explain that the Romans were the first people to introduce coins to Britain. Before this, people used to trade by swapping things.</p> <p>CT to show images of Roman coins to the children. Discuss the following:</p> <p><b>Q What can you see on the coins?</b>  <b>Q What do you think these things represent?</b>  <b>Q Who do you think the people on the coins are? Why?</b>  <b>Q What do you think the coins are made of?</b>  <b>Q How do you think the coins were made?</b>  <b>Q Which coins do you think are most valuable? Why?</b>  <b>Q What do you think the Romans used money for?</b></p> <p>Explain that Roman coins are still being found by archaeologists. This news video describes how some Roman coins were found in 2012 by an ordinary man with a metal detector! Watch the video and ask the children to listen out for any answers to the above questions:  <a href="http://www.bbc.co.uk/news/uk-19986855">http://www.bbc.co.uk/news/uk-19986855</a>            They could record answers on mini whiteboards as they watch the clip</p> <p><b>Further background information for teachers to share with the children:</b>            In Roman times, coins were made by placing a blank metal disc between two engraved metal coin dies. The top die was then struck by a hammer and the force of the hammer blow made the pictures on each side of the coin.</p> <p>Just as our coins have the head of our kings and queens on them, the heads of leaders of the Roman Empire were stamped on ancient Roman coins. At first, Rome was ruled by kings and then by an elected senate. The senate was a group of people who made up part of the government. Later, senators and army</p>	<p><b>Activities: Mixed ability groups</b></p> <p><b>Activity:</b> In groups, create a short role play to show how Roman money was used.            Group 1: Trading            Group 2: Spreading news of events            Group 3: After death (paying the ferryman)            Group 4: At the races            Group 5: To honour the Emperor</p> <p><b>EAL / SEN:</b> Key vocabulary to be placed near to the children for them to refer to. Visuals could be added to the word list. Smaller speaking role in the drama activity</p> <p><b>G&amp;T:</b> To take lead of the group role play ensuring historical details are included into the play.            Q What do you think are the benefits of a monetary system that the Romans introduced to Britain?</p> <p><b>Success Criteria:</b>            I know how Roman money was used            I know how Roman coins were made and what material they were made from</p>	<p>Share role plays. CT to take photographic evidence to be glued into children's book.</p> <p><b>Q Which use of money do you think was most / least important in Roman life? Why?</b></p> <p><b>Speaking frame:</b> I think... was the most important / least important use of Roman money because....</p> <p><b>Q How are the Roman coins the same / different to our coins?</b>            The Romans had the face of their Emperor on their coins, we have the face of Queen Elizabeth.</p> <p><b>Q Who do you think will be the next face on the coin? Why?</b></p> <hr/> <p><b>RESOURCES</b></p> <p>Types of Roman coins            Coin values sheet            Website : <a href="http://www.bbc.co.uk/news/uk-19986855">http://www.bbc.co.uk/news/uk-19986855</a>            Mini whiteboards and pens (not included in the pack)</p> <p><b>Key vocabulary:</b>            Roman coin            Value            Emperor            Aureus            Denarius            Sestertius            Dupondius</p>

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Main teaching	Activities - Differentiation	Plenary
<p>generals fought to control Roman lands. Many people thought that the famous Roman army general, Julius Caesar, would become the first Roman Emperor but he was murdered. After Julius Caesar was murdered, Julius Caesar's nephew, Augustus Caesar, became the first Emperor of Rome. Roman Emperors were very powerful men. They were worshipped like gods and temples were built all over the Roman Empire to honour them. And, their heads were stamped on coins.</p> <p>The same coins were used throughout the whole Roman Empire. There were gold, silver and brass coins. (see resource sheet for coin values)</p> <p>The pictures on the coins often announced great events, just as our coins often show important events today. In those days, long before newspapers and television, Roman coins spread news of victories far and wide.</p> <p>Roman coins weren't just used for buying things. Since Roman coins carried a portrait of the Emperor, they also showed the people of the Roman Empire what their Emperor looked like.</p> <p>The Romans believed that when they died, their spirit was rowed across the mythical river Styx to the underworld. They needed to pay the ferryman to row them across the river so, the dead were buried with a coin in their mouths, to pay the ferryman.</p> <p>Many Romans, especially soldiers, liked a day at the races where they could use their pay to bet on their favourite contestants. Horses pulled chariots around a track called a 'circus'. The most famous circus was Circus Maximus. It was very dangerous! Many contestants were killed during chariot races.</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> Key vocabulary, visuals, mixed ability pair work, speaking frames, role play</p> <p><b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution, Economic well being</p>		

## Lesson 2 Resource Types of Roman coins

### COMMON COINS OF THE ROMAN EMPIRE



Aureus 200 BCE-305 CE  
7g, - 20mm



Solidus 310-693 CE  
4.5g, - 20mm



AE3 315-400 CE  
2.4g, 18mm



AE4 383-400 CE  
0.5-1.5g, - 14mm



Denarius 211 BCE-241 CE  
3g, - 19mm



Tremissis 380-367 CE  
1.5g, - 14mm



Antoninianus 215-295 CE  
3-5g, - 21mm



Siliqua 310 - 650 CE  
1-3g, - 18mm



Sestertius 23 BCE-250 CE  
20-30g, - 35mm



As 280 BCE - 250 CE  
9-12g, - 27mm



Follis 294 - 310 CE  
5-12g, - 26mm (early)



Dupondius 23 BCE - 250 CE  
11-15g, - 29mm

Lesson 2 Resource Types of Roman coins



Roman Coins (gold – aureus) – showing Emperors Nero, Claudius, Domitian and Titus (from left to right) from the Blackburn Museum and Art Gallery



Roman Coins (gold – aureus) – showing Emperors Hadrian and Augustus (from left to right) from the Blackburn Museum and Art Gallery

ROMAN COINS: EQUIVALENT VALUES



1 aureus = 25 denarii / 400 asses  
(gold)



1 denarius = 4 sestertii / 16 asses  
(silver)



1 sestertius = 2 dupondii / 4 asses  
(orichalcum brass)



1 dupondius = 2 asses  
(orichalcum brass)



1 as  
(copper)



1 semis = 1/2 as  
(orichalcum brass)



1 quadrans = 1/4 as  
(copper)

# Year 4: The Roman Empire – Roman Coins Lesson 3

Duration 1 hour. Date:

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Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To design my own Roman coin</b> Cross curricular links: Art, Literacy, History</p> <p>Recap on yesterday's lesson.</p> <p><b>Q What can you remember about Roman coins?</b> Remind the children that coins were an important publicity tool for the Emperors of Rome. They would have coins made that showed themselves as not only the Emperor, but also their victories and achievements.</p> <p>Explain that today they will be finding out about some of the important Roman Emperors and then they will use this information to design their own Roman coin to symbolise them.</p> <p>Whole class focus: Emperor Hadrian Read through the information about Emperor Hadrian together from <a href="http://www.hadrians.com/rome/romans/emperors/emperor_hadrian.html">http://www.hadrians.com/rome/romans/emperors/emperor_hadrian.html</a> (A hard copy of the text is available in the pack if internet access is unavailable) CT to model making notes from the text that informs us about Emperor Hadrian's character traits.</p> <p><b>Activity 1:</b> Children to read online texts about a different Emperor and make notes regarding the important information about that person</p> <p>Bring the class back together again. Look back over the highlighted pieces of information about Emperor Hadrian. <b>Q How could we use symbols or images to represent these characteristics?</b> Eg a sword could be drawn to show that he was a good soldier List the children's ideas.</p> <p>CT to model designing coin faces using these ideas and writing a few sentences as a caption to explain the symbolism behind the design.</p>	<p><b>Activities:</b> <b>Activity 1:</b> Make notes about the Emperors from online texts (mixed ability pairs) <b>Group 1, 2 &amp; 3: Julius Caesar</b> <a href="http://primaryfacts.com/1316/julius-caesar-facts/">http://primaryfacts.com/1316/julius-caesar-facts/</a> <b>Groups 4 &amp; 5 : Emperor Augustus :</b> <a href="http://www.bbc.co.uk/schools/primaryhistory/worldhistory/augustus/">http://www.bbc.co.uk/schools/primaryhistory/worldhistory/augustus/</a></p> <p><b>Activity 2:</b> Use notes from task 1 and design a coin face to match their Emperor. Write a few sentences to explain the symbolism (individually)</p> <p><b>EAL / SEN:</b> <b>Writing frame:</b> This Roman coin is about the Emperor..... The.... symbolises his.... The .....symbolises his....</p> <p><b>G&amp;T:</b> To consider the use of symbolism through colour as well as images.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ I can recall some interesting details about a Roman Emperor</li> <li>➤ I can use symbolism to represent a Roman Emperor's characteristics.</li> <li>➤ I know what details should be on a Roman coin.</li> </ul>	<p>Allow children time to feedback the information that they found out about the Emperors and to share their designs</p> <p>Speaking frame: We explored the Emperor..... We included a .... on our Roman coin to symbolise.....</p> <hr/> <p><b>RESOURCES</b></p> <p>Text about Emperor Hadrian or text from the website: <a href="http://www.hadrians.com/rome/romans/emperors/emperor_hadrian.html">http://www.hadrians.com/rome/romans/emperors/emperor_hadrian.html</a> Images of coins with Emperor Hadrian on them Texts about other Roman Emperors / website links Roman coin template</p> <p><b>Key vocabulary:</b> Roman coin Emperor Symbolism Meaning</p> <p><b>ICT:</b> Web links Images shown on the Interactive Whiteboard</p>

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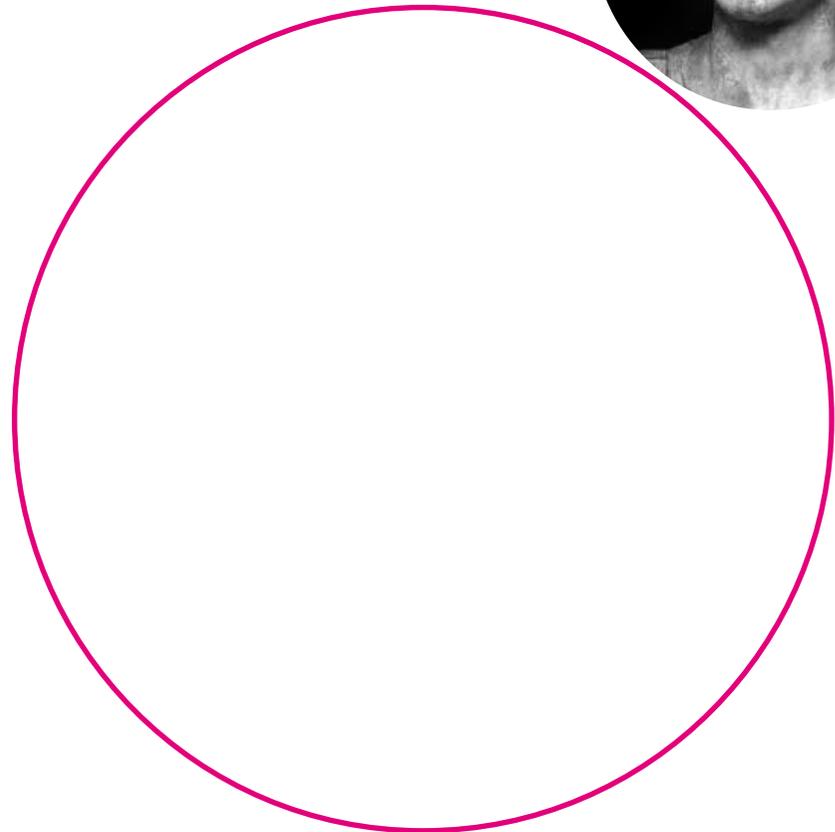
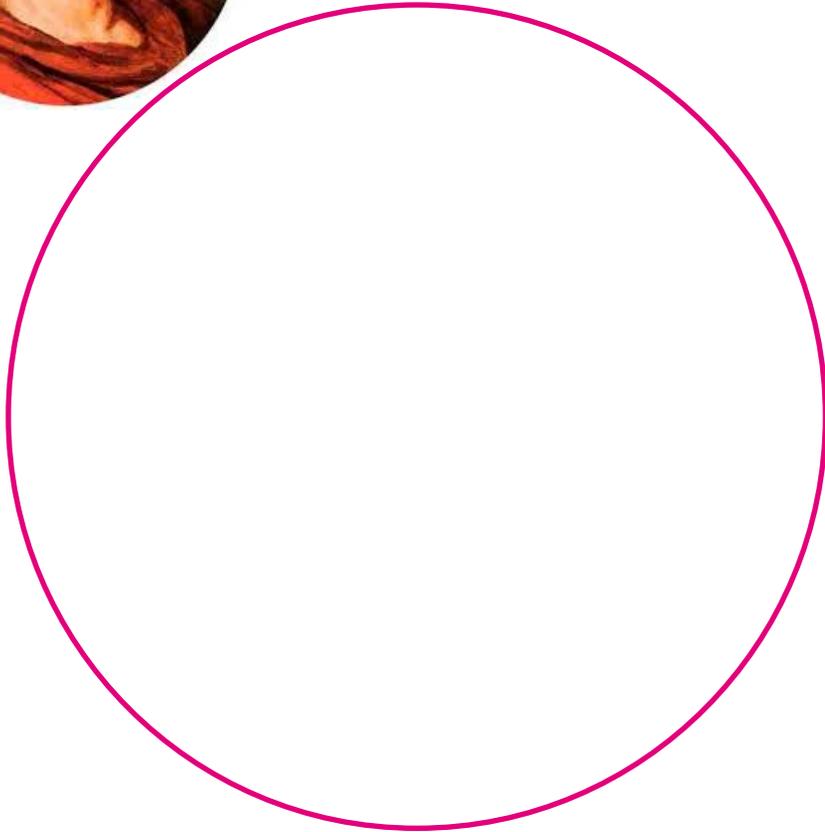
Main teaching	Activities - Differentiation	Plenary
<p>Examine images of real Roman coins based on the Emperor Hadrian.</p> <p><b>Q Can you guess what characteristics have been portrayed through the images used?</b></p> <p><b>Q How do they compare to our class design?</b></p> <p>Send children to complete activity 2</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> Key vocabulary, visuals, mixed ability pair work, speaking frames and writing frames</p> <p><b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>		

Lesson 3 Hadrian Coin  
The Blackburn Museum & Art Gallery Collections



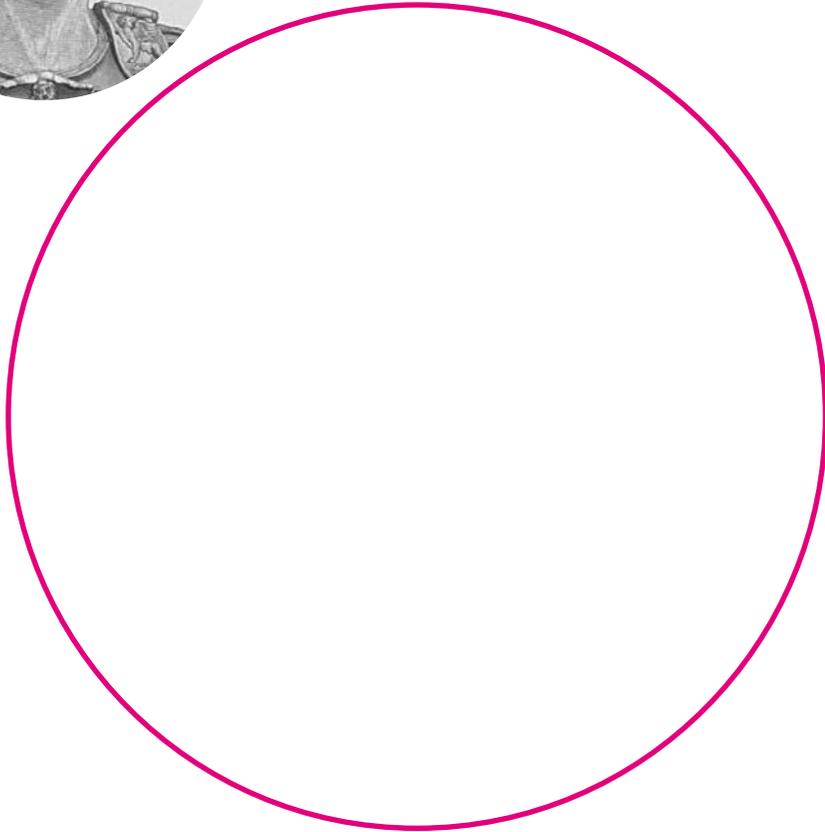
Gold aureus with portrait of Emperor Hadrian, 117-138CE.

**LO: To design a Roman coin**  
**Julius Caesar**



Four horizontal dotted magenta lines spanning the width of the page, providing space for writing notes or a design description.

**LO: To design a Roman coin**  
**Emperor Augustus**



Four horizontal dotted magenta lines for writing.

## Roman Coinage in the time of the Emperor Hadrian



**Bronze sestertius with portrait of of Emperor Hadrian, 117 - 138 CE.**

**Reverse depicts a Roman warship, showing oars and rowers.**

**Source: [www.vroma.org](http://www.vroma.org)**

## Roman Coinage in the time of the Emperor Hadrian



Denarius of Emperor Hadrian, 117 - 138 CE. Part of a series of coins celebrating the emperor's alleged virtues, in this case Justice.

Source: [www.vroma.org](http://www.vroma.org)

## Roman Coinage in the time of the Emperor Hadrian



**Bronze sestertius of Emperor Hadrian, minted in Rome 121 CE. Shows the Genius of the Circus holding a chariot wheel.**

**Source: [www.vroma.org](http://www.vroma.org)**

# Year 4: The Roman Empire – Roman Coins Lesson 4

Duration 1 hour. Date:

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Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To make a Roman coin</b>            Cross curricular links: Art, History</p> <p>Look back at yesterday's coin designs.</p> <p>Explain that we will use these designs to make a Roman coin.            Model the steps below to show the children how to make the coin.</p> <ol style="list-style-type: none"> <li>1. Take a blob of clay about the size of an adult fist.</li> <li>2. Flatten the clay down into a thick pancake shape, at least 1 inch thick.</li> <li>3. Pat down the edges of the clay pancake, so they are flat and smooth.</li> <li>4. Carve a relief into the coin. Refer to yesterday's drawing for this.</li> <li>5. Allow the finished coin to air dry completely.</li> <li>6. Paint the coin gold, and then allow the paint to dry.</li> </ol> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> modelling,  <b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>Activities:</b>            Children to follow the modelled method to make their Roman coins using their designs from yesterday.</p> <p><b>EAL / SEN:</b> Adult support</p> <p><b>G&amp;T:</b> Experiment with the colour of their coin to represent the different materials made to make the coins. Eg, For a brighter gold coin, paint the entire coin bright yellow, allow it to dry, and then paint it gold. For a darker, tarnished-looking coin, allow the gold paint to dry, and then brush on black paint. Next, rub it off quickly with a towel, allowing some or most of the gold to show through.</p> <p><b>Success Criteria:</b>            I can use my design to make a replica of a Roman coin.            I can work safely and sensibly.</p>	<p>Share and appraise each others work.</p> <p><b>RESOURCES</b></p> <p>To be provided by the school: clay, carving equipment, paint</p> <p><b>Key vocabulary:</b>            Coin            Symbol            Design</p>

# Year 4: The Roman Empire – Roman Coins Lesson 5

Duration 1 hour. Date:

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## Main teaching

### LO: To write a diary entry

Cross curricular links: History, Literacy

Remind children what they learnt previously: Roman coins are still being discovered today.

Watch the video clip again from lesson 2: <http://www.bbc.co.uk/news/uk-19986855>

Explain that today we are going to pretend that we are that person who discovered the Roman coins and write a diary entry from their perspective.

#### Q What is a diary?

**Q What needs to be included in a diary?** brainstorm the features of diary writing – Chronological order, first person narrative, thoughts, feelings, past tense, the 5 W's – who, what, where, when, why, facts, opinions, interesting details

**Q Is there anything else that you would have liked to know about this man and his discovery of the Roman coins?** – brainstorm questions they would have like to ask him. Explain that these questions / answers will form the 'interesting details' part of our diary later on in the lesson.

**Activity 1: Hot seating.** (This is an opportunity for children to practice speaking in past tense and verbally practising adding interesting details into their account) Choose one HA child to act as the man who discovered the coins. Other children to ask questions. The HA child to speak in role and answer the questions. (using their imagination to add in the missing details where necessary and using the information from the video clip to add in factual information too)

Next, class teacher to model using the responses from the hot seating activity to write a diary entry. (Just the beginning section) Focus on the checklist from above as well as connectives, paragraphs and interesting sentence openers. Model how to use rhetorical questions, and a mixture of past and future tense in their diary entries. (Future tense for thoughts about the future, e.g. 'I wonder what will happen now that I've discovered these precious coins? Should I keep my discovery a secret or should I report what I've found? I'm not sure what to do for the best.')

#### Activity 2: Diary Writing

Children to write a diary entry from the perspective of the man who discovered the Roman coins. Display the success criteria for children to refer to as their checklist whilst writing

**EAL / SEN:** Writing frame

**G&T:** Write a diary entry from the perspective of the Roman coin that was discovered. (Discuss the concept of personification with these children)

**Ethnic Minority Achievement/English as an additional language learning strategies:** modelling, writing scaffolding, speaking and listening activity

**Every Child Matters:** Enjoy and achieve, make a positive contribution. Read and share children's diaries. Other children to listen carefully and assess which elements of the success criteria were used.

## Plenary

Read and share children's diaries. Other children to listen carefully and assess which elements of the success criteria were used.

## RESOURCES

Writing frame  
Website

#### Key vocabulary:

Diary  
Roman coin

#### Success Criteria:

In my diary entry I can use:

- \* the correct tense
- \* first person narrative
- \* the 5 W's
- \* interesting details
- \* thoughts and feelings
- \* rhetorical questions (G&T)
- \* different sentence openers
- \* connectives
- \* chronological details

## Dear Diary

Yesterday I .....

I saw .....

I heard .....

I thought .....

I felt .....  
because.....

### Word bank:

**Time connectives:** First, next, later, then, lastly

**Historical words:** Roman, coin, Emperor

**Feelings:** happy, surprised, shocked, amazed, confused

**Adjectives:** old, dusty, rusty, shiny, gold, bronze, silver