

# Teacher Notes

## The legacy of Ancient Rome

### Synopsis

*Starting in a Roman bath house, Julia explores Rome's long-standing influence over the world, from place names and government to literature and architecture.*

### Resources:

#### Comprehension:

Seven questions testing a variety of skills (retrieval, summarising, etc.) to check and reinforce learning from the animation.

#### Researching Legacy:

Children research Rome's lasting impact on place names, government, language and architecture.

#### Arch Experient:

Instructions and recording sheets for a science experiment to test the effect of arches, a Roman invention, on the strength of spans.

### Key questions to consider:

Which areas of modern life have been affected by Ancient Rome?

Why do you think Ancient Rome has had a long-lasting influence in so many places?

What do you think is the greatest part of Ancient Rome's legacy?

Have other historical empires affected the world as much as the Roman Empire?

### History curriculum objectives:

- Continue to develop chronologically secure knowledge of history.
- Note connections, contrasts and trends over time.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- NI: Places then and now and how our identity, way of life and culture has been shaped by influences from the local and wider world.
- NI: Technological change and the impact of inventors and inventions over time.
- NI: The impact of raiders and settlers in Ireland and elsewhere.
- Welsh Progression step 3: I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in Wales as well as in the wider world.
- Welsh Progression step 3: I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.
- SOC 2-03a: I can investigate a Scottish historical theme to discover how past events have shaped Scottish society.

### Cross-curricula objectives:

- Science: (Y3/4) Setting up simple practical enquiries, comparative and fair tests / (Y5/6) Planning different types of scientific enquiries.
- (Y3/4) Making systematic and careful observations and, where appropriate, taking accurate measurement / (Y5/6) Taking measurements with increasing accuracy.
- (Y3/4) Recording findings using simple scientific language and tables / (Y5/6) Recording data and results.
- (Y3/4) Using results to draw simple conclusions / (Y5/6) Reporting and presenting findings from enquiries, including conclusions.

# Comprehension

What strong shape was first used in buildings by the Romans?

What was London called by the Romans?

Explain how we can tell from their names that Manchester and Cardiff were once the sites of Roman forts.

Which four modern languages does the animation say are linked to Latin, the language of Rome? Give an example of a modern word that comes from Latin.

Explain how September, October, November and December got their names, and why they now seem out of place in the order of months.

Summarise Rome's legacy when it comes to the way some countries are run.

Which Roman invention or legacy impresses you the most? Why?



# Comprehension

What strong shape was first used in buildings by the Romans?

What was London called by the Romans?

An arch

Londinium

Explain how we can tell from their names that Manchester and Cardiff were once the sites of Roman forts.

Manchester contains the word 'chester', which comes from the Latin word 'castrum', which means 'fortress'. Cardiff contains the word 'Car', which means 'fort' in Welsh.

Which four modern languages does the animation say are linked to Latin, the language of Rome? Give an example of a modern word that comes from Latin.

Italian, French, Spanish and English. For the example, any of the following: 'Mountain' comes from 'mons' / 'Magnify' comes from 'magnificare' / 'Magic' comes from 'magicae'

Explain how September, October, November and December got their names, and why they now seem out of place in the order of months.

They were the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> months, so were named after the Latin words for 7, 8, 9 and 10 (*septem, octo, novem, decem*). However, Julius and Augustus added July and August to the calendar and moved those four months along.

Summarise Rome's legacy when it comes to the way some countries are run.

Some countries have a senate with senators who make important decisions for the country and are elected to that role. Lots of countries no longer have a king or queen and are run as republics.

Which Roman invention or legacy impresses you the most? Why?

Various answers, for example: Their concrete. They did not have modern science but they worked out that seawater made their concrete so strong that it has lasted for thousands of years.



# Researching Legacy



"Here are four tasks to help show that Roman influence can still be seen across the world. For this first task, mark these towns on the map of England and Wales. Their names all include 'chester', 'car' or 'caer', showing that Roman forts were once built there."



## Places

1. Colchester
2. Chester-le-Street
3. Winchester
4. Chesterfield
5. Manchester
6. Cardiff
7. Carmarthen
8. Caernarfon



"For this second task, let's look for modern countries that have copied the Romans and are republics with a senate. Use your research skills to find five of them and write them down below!"

1.

2.

3.

4.

5.

## Researching Legacy



*"Huge numbers of English words have Latin roots. In the table below there are some Latin words, their meanings and an English word they gave rise to. Complete each row by writing one or two other English words that come from the same Latin root, in the empty boxes."*

Latin word	Meaning	English word	Other English words
<i>anima</i>	breath, life, soul	animate	
<i>cavus</i>	hollow	cavity	
<i>centum</i>	hundred	percent	
<i>dominus</i>	master	dominate	
<i>globus</i>	sphere	globule	
<i>herba</i>	grass	herbivore	
<i>memor</i>	remember	memory	
<i>scribere, scriptus</i>	write	describe	
<i>sociare</i>	unite, share	association	



*"Your fourth and final task is about arches. The Romans perfected the use of them in buildings and people have been using them ever since. Find a picture of a famous or impressive building that uses one arch or many and draw it in the box below."*

**This building is called:** \_\_\_\_\_

# Arch Experiment – Teacher Notes

## **Summary**

*A science experiment that tests the strength of a flat span vs a span supported by an arch. Children may perform the experiment themselves, or see it demonstrated. They record the experiment on the sheets provided.*

## **Equipment/materials**

Below is the list of equipment/materials needed to conduct one experiment. Multiply it if several groups are going to be conducting the experiment simultaneously.

- Two A4 sheets of card
- Enough thick books to form two piles
- Weights or objects to place on the bridge
- Weighing scales, if using objects instead of set weights

## **Activity**

Explain to the children that the Romans were the first civilisation to widely use arches to build higher and further and with more strength. Explain that this experiment will test whether arches make a difference to how strong a span is.

Get the children to write down their answer to the following question in the *Prediction* box on the recording sheet: Which will be able to support more weight: a flat span or a span with an arch beneath it?

Explain what the experiment entails:

- One sheet of A4 card will be placed on two book piles of equal height, spanning the gap between them. The card will be 'secured' with a weight/object placed on each of its ends.
- Weights/objects will be placed one at a time in the centre of the card and the weight total and success/failure recorded. If objects are used – rather than set weights – they will need to be weighed on the scales first.
- When the card collapses it will be set up again as at the start of the experiment, but this time the second piece of card will be arched up between the book piles, supporting the centre of the span.
- The experiment will be repeated, with weights/objects being placed and recordings being made until the second bridge collapses.

Children can then fill in the *Equipment* and *Method* sections of the recording sheet.

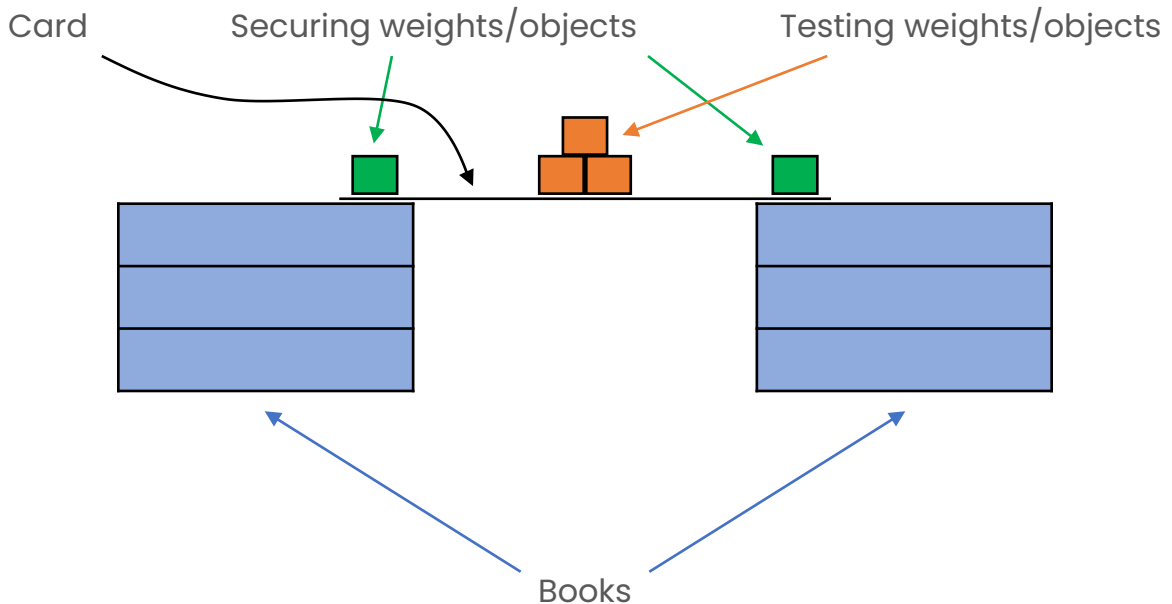
Children devise their own way of noting results (perhaps a table) and, as the experiment is conducted, record them in the *Results* section of the sheet.

Once the experiment is finished discuss the findings and lead the children to writing their conclusions in the appropriate section of the recording sheet.

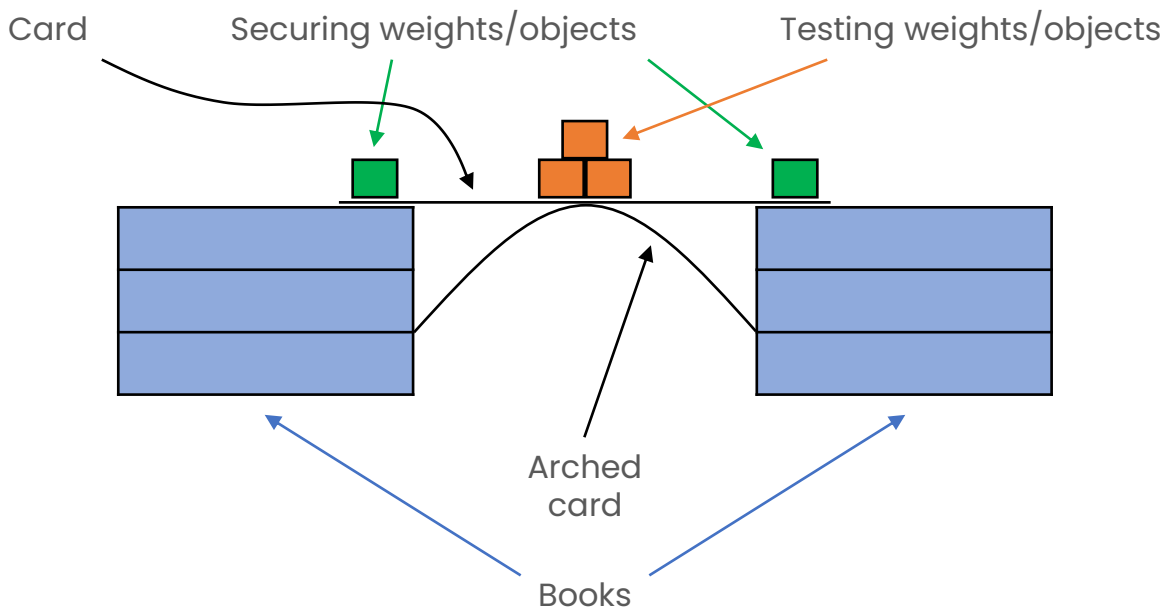
# Arch Experiment - Teacher Notes (continued)

## Diagram

Below is a diagram of the first stage of the experiment where only a flat span of card is used:



Here is the same diagram, but with the arched card added for the second stage of the experiment:



# Arch Experiment



*"Use this sheet to plan and explain your experiment and to record your results. What did you discover? Was your prediction correct, or were your results unexpected?"*

**Prediction** – What you think will happen in the experiment?

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**Equipment** – What objects and materials will you use in the experiment?

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**Method** – What will you do in the experiment?

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**Results** – What happened in the experiment?

**Conclusion** – What did you find out or learn from doing the experiment?