Education Support Pack

Romans

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Production Credits

The Kar2ouche Production Team

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NOTE: When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into Utilities and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas the Tool tip works at Comic Sans 14 bold. You will need to type in your password. The default password is password – but your network manager may have changed this so check first.

Contents

Introduction

What is Kar2ouche?

Kar2ouche is a multi-media authoring tool, and is used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once children have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how as well as what.

Information-processing skills	Using Kar2ouche students can be encouraged to: • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationship between characters • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: • justify decisions using evidence • make informed choices • work out sub-texts • consider alternative perspectives/interpretations • articulate ideas.
Enquiry skills	Using Kar2ouche students can be encouraged to: • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers.

Creative thinking skills	Using Kar2ouche students can be encouraged to: • offer interpretations of texts/situations • create multi-media texts • respond imaginatively to texts/situations.
Evaluation skills	Using Kar2ouche students can be encouraged to: • engage in collaborative working and dialogue • review, modify and evaluate work produced.

Communication	Using Kar2ouche students can be encouraged to:
	• engage in group discussion
	• present ideas to a group
	• use visual aids and images to enhance communication
	• listen, understand and respond critically to others
	• read for meaning
	  – extract meaning beyond the literal
	  – analyse and discuss alternative interpretations, ambiguity and allusion
	  – explore how ideas, values and emotions are portrayed
	  – consider how meanings are changed when texts are adapted to different media.

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

Activities Using Kar2ouche

Students and teachers in a range of contexts can use Kar2ouche in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.
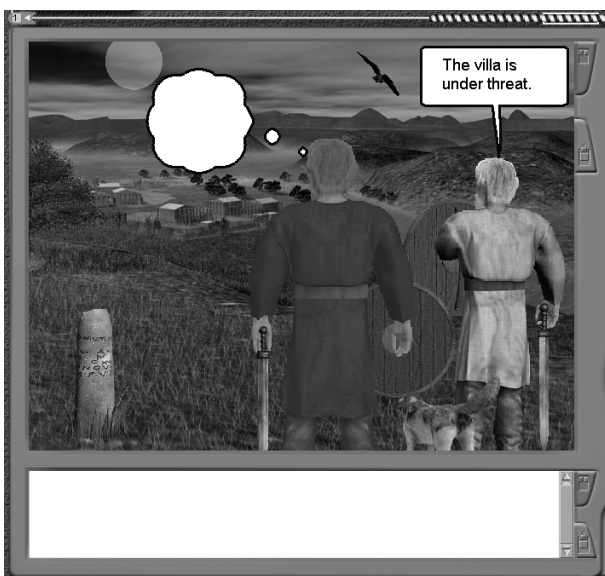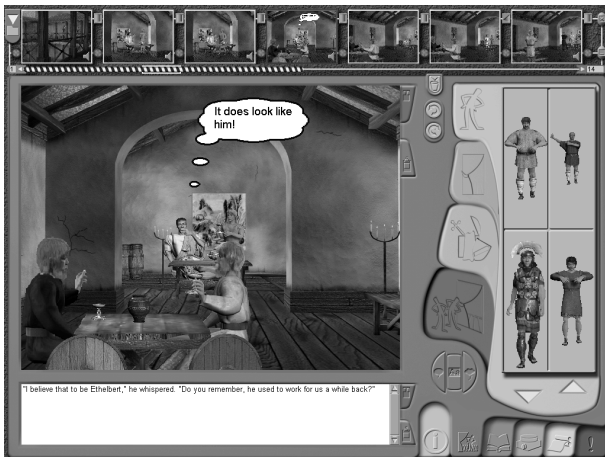
In all of these students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, teachers can partially complete storyboards that students finish in the lesson. Partially completed storyboards may comprise, for example:

• the first and last frame – students make the frames for the central section

• storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes

• storyboards with questions in text boxes or caption windows

• storyboards with text in the caption window – students create the pictures

• storyboards with odd frames missing

• sequencing activities

• a quiz – 'who says what?', 'what happens next?' etc.

Students can create their own incomplete storyboards for other students to complete – this could be a sort of consequences game – what happens next?

Animations

Students who have access to Kar2ouche out of class time, can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

• news programme

• documentary

• TV chat show

• TV interview

• film trailer

• opening sequence of a film or credits (representing a particular genre)

• advertisement

• musical score

• fashion show, to show fashions of the time.

Publications   As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desk-top publishing program.

The sorts of publications students create, could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- wanted posters
- guides
- catalogues
- book and magazine covers.
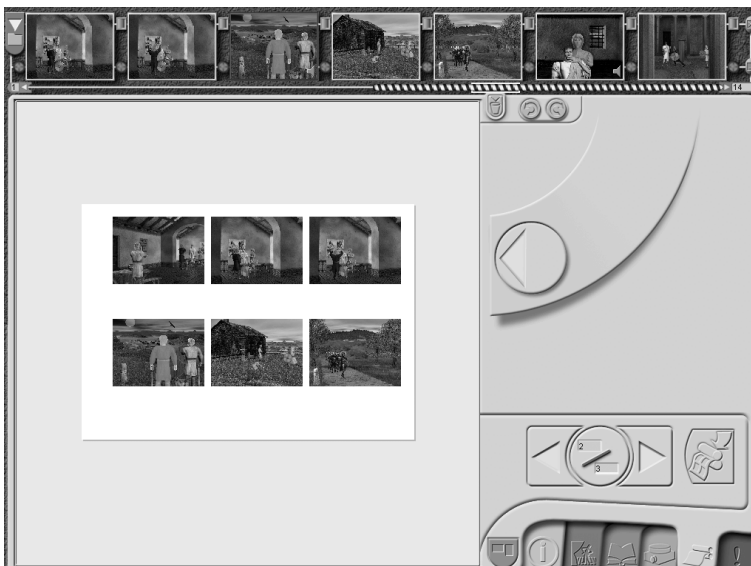
In all of these activities students may be asked to consider audience and purpose. Teachers can stipulate this audience.

The possibilities are almost endless. As teachers get used to the software and use it within their particular area of expertise, other activities will suggest themselves.

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

> 'From 1988-90 the Palm Project explored the effects of computers on students' autonomy in learning. The project found that students not only were more autonomous but also more motivated.'
>
> Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multi-media products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often under-developed. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The sound files also help these children. Likewise the brief sound-clips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

This Pack

This pack provides examples of just some of the ways Kar2ouche can be used to enhance your students' learning through visualisation, debate, speculation and exploration. It links closely with the National Curriculum for History and English as well as the National Literacy Strategy. In addition, lesson suggestions incorporate activities that can be used to facilitate lessons in PSHE/Citizenship and which develop ICT capabilities.

With a little customisation, the work suggested can be used with Years 3-6. In many of the activities, work gets progressively more difficult for use with older groups and/or to challenge the more able in groups lower down the school. You will also find that there are two forms of the various photocopiable worksheets: the first for use with younger or less able students, the second for those who are older or more able. Other sheets are divided into sections beginning with simpler, less demanding tasks and ending with those that relate to learning outcomes in Years 5 and 6.

So why use Kar2ouche at all? Students find Kar2ouche an easy-to-use, accessible and absorbing program that enables them to explore fictional and non-fiction texts in a way that develops insight and understanding of sometimes quite difficult concepts. Where material is open-ended, students find that Kar2ouche helps them to develop interpretations that they are then able to justify with close reference to the material they have read. Through the activities, students are also given the opportunity to communicate ideas through collaborative working, exchange of views and group presentations. The texts and images also provide the stimulus for creative writing and provide students with the opportunity to reflect critically on their own work and the work of others.

One of the benefits of using Kar2ouche is, therefore, its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your classes. The variations are almost limitless.

The following lesson suggestions, written by experienced primary teachers, are just suggestions. However, we are confident that once you begin to use the software, you will come up with numerous other lesson ideas, not covered here, but equally effective in delivering the intended learning outcomes.

Structure

The pack is divided into sections. This is Section 1 – the Introduction, and it comprises an overview of curriculum coverage; Section 2 provides the texts included in the program, a glossary and suggested reading list. Section 3 focuses mainly on History and incorporates a range of lesson suggestions and photocopiable student worksheets. Sections 3 and 4 focus more closely on English and Literacy skills respectively. All suggestions however provide opportunity for cross-curricular learning and intended learning outcomes are provided at the beginning of each set of activities.

Most of these activities are suitable for **pair and group work** because by working together students dynamically re-interpret, analyse and create meaning from the text.

Supporting Materials

When you have loaded the Kar2ouche software onto your system, you will find two general storyboards for use in the classroom.

- At the Inn
- Set Adrift

These storyboards can be used to introduce the stories contained in the Content Library to the class.

Also included is a range of sample storyboards that show examples of the things that students might produce. They can be adapted to produce partially completed storyboards for students to complete.

- English Activity 1 – Starter
- English Activity 3 – Artefacts
- History Activity 1 – Locations
- History Activity 1 – Timeline
- History Activity 2 – Thoughts
- History Activity 3 – Possible Picture
- History Activity 4 – Backgrounds
- History Activity 5 – Julia

Education Support Pack

A copy of the ESP is available in PDF format on our website. This can be accessed by visiting www.kar2ouche.com/esp.

Presentations

Some of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a stand-alone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT co-ordinator what methods are available to you and your class.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions, it would be great to share them with other teachers. You can get in touch with us by:

- e-mailing **esp@kar2ouche.com**
- **www.kar2ouche.com**

If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, they should refer to the Quick Start Guide. However, a good way of showing them the main functions is to demonstrate creating a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. They can pick up the other skills as they go.

To create a title slide
1   Ask students to open Kar2ouche – the first screen they see is the composition screen.
2   Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
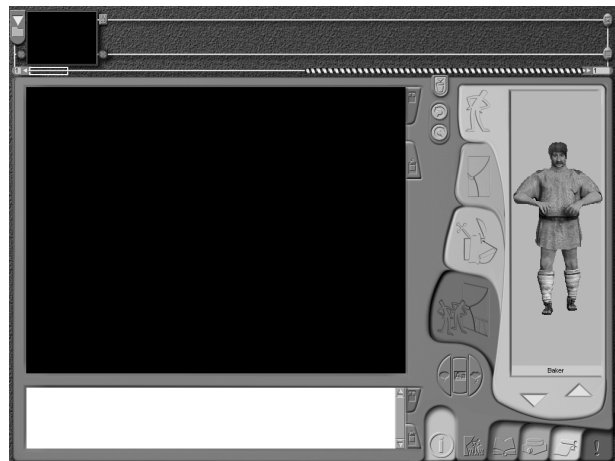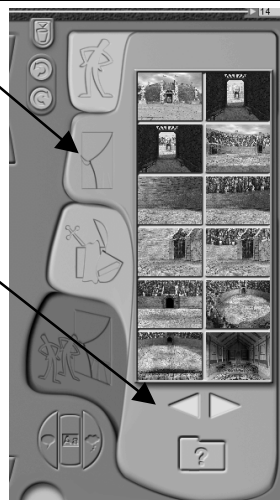
To create a title slide

3   Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.

–   To rotate the character students click on the left and right facing arrow heads at either side of the top icon.

–   To repose the characters they click on the arrow heads either side of the central, characters icon.

–   To resize the character students should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.

–   The bottom icon allows the layering of characters and/or props.

–   The character can be moved around by left clicking and dragging.

4   Next ask students to add a text bubble. They can do this by left clicking on the text bubble icon. The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the box bigger they do this by passing the cursor over the right or bottom borders until a double arrowhead appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should hover over the top of the box until the hand appears, left click to grab it and then drag to position.
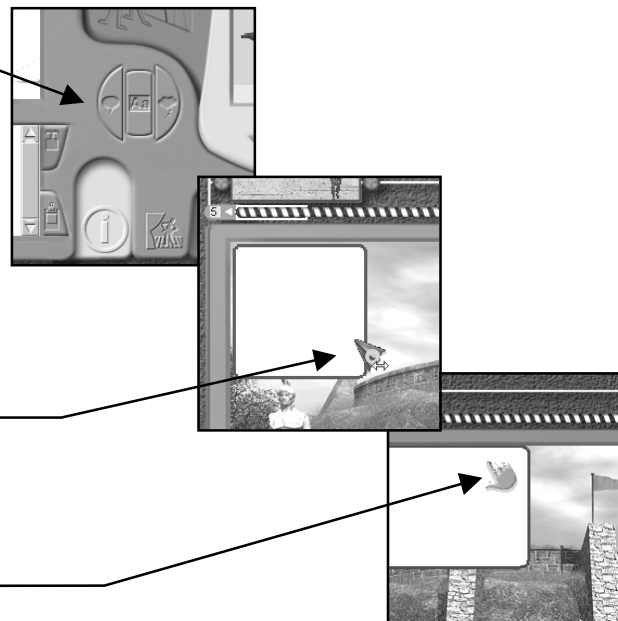
To create a title slide

5 Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the text audio tab at the bottom of the screen.	

Next they should click on the show controls icon at the top of this text/audio frame. This will bring up the audio control panel.
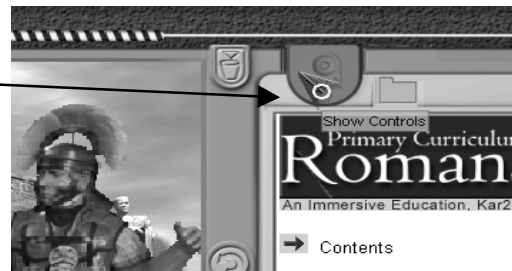
To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame …

About Primary Curriculum Romans

The lesson plans in this section are in line with the National Curriculum requirements for the Key Stage 2, British History Study Unit. The suggested History activities are intended to support weekly History lessons and you may find it useful to refer to the QCA Unit 6A: *Why Have People Invaded and Settled In Britain In The Past? A Roman Case Study*, in relation to the activities covered here. The suggested lessons also incorporate ICT capabilities and develop literacy skills with direct links to text level work from the National Literacy Strategy (NLS) for each year group in Key Stage 2. In addition you will find a range of more general English lessons and suggestions for PSHE and Citizenship activities.

Prior Learning

Before working through these activities, students would benefit from having knowledge of:

- using artefacts and evidence to find out about the past
- some appreciation of chronology
- a little knowledge about the Roman invasion and settlement of Britain
- some understanding of historical language.

History

By working through the activities, students will be able to:

- find out about the way of life of people living in Roman Britain via a story
- develop their understanding of characteristic features of society in Roman settlements
- identify the different ways in which the past can be represented
- use sources of information to make simple observations, inferences and deductions about life in a Roman settlement
- recognise similarities and differences between then and now
- make comparisons between the lifestyles of different people in Roman society.

ICT Capabilities

By working through the lessons, students will also be able to:

- communicate messages by using a combination of graphics and text
- use ICT to organise, develop and explore ideas
- use ICT to identify key points in a story or account
- use ICT when writing narrative and non-narrative texts in English, including accounts drawing on historical sources
- locate and collate specific research material from various ICT sources, for example, the Internet and CD-Roms and present them appropriately.

Literacy and English

By working through the lessons, students will be able to:

- present information to audiences through a range of activities and contexts
- listen to stories and discussions relating to topics, and respond appropriately
- make effective contributions to group discussions
- participate in drama activities
- write narrative and dialogue
- read a variety of fiction and non-fiction texts including myths, legends and ICT-based materials
- plan and draft a variety of forms of written work, both on screen and on paper.

PSHE

By working through the lessons, students will be able to:

- talk and write about their opinions, and explain their views, on issues that affect themselves and society
- explore how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- understand that there are different kinds of responsibilities, rights and duties
- reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- resolve differences by looking at alternatives, making decisions and explaining choices

- say what democracy is
- explore how the media present information
- consider that their actions affect themselves and others and to try to see things from others' points of view.

Where the Work Fits into the Curriculum

The Programmes of Study for Key Stage 2 National Curriculum (NC) and National Literacy Strategy (NLS) are referred to below.

History

Knowledge, skills and understanding: 1a, 1b, 2a, 2b, 3, 4a, 4b, 5a, 5b, 5c
Breadth of Study: 9

ICT Capabilities

Knowledge, skills and understanding: 1a, 1b, 2a, 3a, 3b, 4a, 4b, 4c
Breadth of Study: 5a, 5b

Literacy Strategy (Specific text level components)

Year 3 Term 2:
myths, legends and fables Targets 1, 2, 3, 6, 7, 10, 16, 17

Year 4 Term 1:
historical stories Targets 1, 2, 3, 4, 5, 6, 9, 12, 13; plus text-types in newspapers and magazine Targets 15, 16, 17, 19, 20, 24, 25, 26

Year 5 Term 1:
play-scripts Targets 5, 18, 19, 20; plus recount events Targets 21, 24, 25, 26

Year 5 Term 2:
myths, legends and fables Targets 1, 2, 3, 11, 13, 14; plus non-chronological reports and explanations Targets 16, 17, 18, 19, 20, 21, 22, 24

Year 6 Term 3:
non-chronological reports and reference texts Targets 17, 18, 21

English

EN 1 Speaking and Listening: 1a-f, 2 a-e, 3 a-f, 4 a-d, 6 a-c
Breadth of Study: 7, 8 a-c, 9 a-c, 10 a-c, 11a-c

EN 2 Reading: 1d, 2, 3a-f
Breadth of Study: 7, 8 f-g, 9 b-c

EN 3 Writing: 1a-e, 2a-f, 5b, 6 a-b
Breadth of Study: 8, 9 a-d. 10, 11, 12

PSHE

1a, 2b, d, e, f, g, k, 4a, 5g

Suggested Expectations

These are broad expectations across Key Stage 2. They are general guidelines based around the National Curriculum Attainment Targets (for Years 3 to 6) and should be used in conjunction with the National Curriculum Level descriptors.

History

All children will: know about aspects of life in Roman Britain; use terminology appropriate to the Roman period; show developing understanding of chronology by the realisation that the past can be divided into different periods of time; recognise some of the similarities and differences between historical periods.

Most children will: use a range of information to ask and answer questions about events relating to Roman Britain; show knowledge and understanding about why the Romans left their homeland and settled in Britain; be able to interpret historical information from a variety of sources.

Some children will: understand the strengths of and similarities between different sources of information; select and combine information to produce a wider picture of life in Roman Britain.

ICT Capabilities

All children will: use ICT to save information, find and use appropriate stored information; generate, develop, organise and present work; share and exchange ideas with others.

Most children will: use ICT to organise and classify information and present findings; generate, amend and record work; share ideas in different forms.

Some children will: add to, amend and combine different forms of information from a variety of sources; present information in different forms; show awareness of intended audience and the need for quality in their presentations.

Literacy and English

All children will: show understanding of the main points in discussion; show that they can listen carefully through relevant comments and discussions; read a range of texts fluently and accurately; demonstrate understanding of main points; compare and contrast fiction and non-fiction texts expressing preferences; use alphabetical knowledge when using the glossary; organise writing in imaginative and clear form.

Most children will: show awareness of the needs of an audience by including relevant detail; listen carefully and respond with increasing appropriateness to what others say; show understanding of simple text through reading; express opinions about major events

or ideas; communicate meaning in narrative and non-narrative forms of writing.

Some children will: develop ideas thoughtfully, describing events and conveying their opinions clearly; respond appropriately to others' ideas and views during discussions; show understanding of significant events, ideas, themes and characters; use inference and deduction; refer to text when explaining views; locate and use ideas and information; write in a range of forms which are lively and thoughtful; produce ideas that are sustained and developed in interesting ways.

Embedded Activities

Introduction

Included in this Content Library are three embedded activities. These activities make use of the new activity screen in Kar2ouche.

The activity screen contains step-by-step instructions to guide students through the activity, including links to the audiofiles and storyboards used during the lesson, thus eliminating the need to have more than one application open on screen at one time.

Included here are the teachers' notes for each activity, along with a copy of the step-by-step instructions that the students will see in the activity screen.

The activities included are:

Activity 1: Trouble Ahead

Activity 2: Inside an Amphitheatre

Activity 3: Ethelbert's Adventure

Teacher Notes

Activity 1:
Trouble Ahead!

Key Stage/Year	Key Stage 2/ Years 3-6
Group Organisation	This activity is suited for students to work in pairs or small groups, as selected by you.
Suggested Timing	1-2 lessons. A third lesson may be required for presenting the completed broadcasts.

Overview of Task

Students are introduced to different styles of news reporting. They research information related to the Saxon attacks on Sussex and present their information as a television news report.

Objectives

All students will: observe sources of information in order to answer questions about the past; use knowledge of the alphabet to locate books and find information; use narrative and non-narrative forms.

Most students will: show knowledge and understanding of some of the main events studied; use sources of information to answer questions about the past; use inference and deduction to help answer questions; adapt writing for different readers.

Some students will: select and combine information from different sources; show factual knowledge and understanding of aspects of the history of Britain and the wider world; produce structured work, making appropriate use of dates and terms; locate and use ideas and information; write in a range of forms.

Curriculum References

National Curriculum

English En2 Reading 3 a-f reading for information; 5a-e, and 9b non-fiction texts.

En 3 Writing 1a choosing form and content to suit purpose; 2 a-f planning and drafting; 9b range of purposes for writing: to inform and explain; 10; 12.

History 1a and 1b chronological understanding; 2c identify and describe reasons for and results of historical events; 4a and 4b historical enquiry; 5a-c organisation and communication of historical information.

ICT 1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

National Literacy Strategy

Year 3

Term 1: T5 recognise the key differences between prose and play script; T15 write simple play scripts based on own reading and oral work

Year 4

Term 1: T5 to prepare, read and perform play scripts; T6 to chart the build-up of a play scene; T13 to write play scripts; T20 to identify the main features of newspapers; T24 to write newspaper style reports

Year 5

Term 1: T5 to understand dramatic conventions; T18 write own play script, applying conventions; T19 to annotate a section of play script as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience; T20 to evaluate the script and the performance for their dramatic interest and impact.

Year 6

Term 1: T15 to develop a journalistic style, T16 to use the styles and conventions of journalism to report on e.g. real or imagined events; T18 to use IT to plan, revise and edit writing to bring it to publication standard.

Outcomes

By the end of these sessions, students will have:

- understood *The Sussex Horde* text by completing a comprehension activity
- become familiar with the ways that different media report news (e.g. television, radio, newspaper).
- written the script for an item of news on a television news programme
- produced a storyboard using Kar2ouche to present their news item.

Resources Required

Kar2ouche *Romans* Content Library:

- **Trouble Ahead!** audio
- **Attack on Sussex** storyboard

Information books from reading list in Education Support Pack

Video of television news programme

Recording of radio news bulletin

Selection of newspapers

TV/video player

Cassette player

Activities

Introduction –
In the News

1   Share examples of the different ways in which the media reports news with the class: a recorded radio news bulletin, a television report (e.g. the six o'clock news), and a newspaper front page.

2   Discuss the features of each example; radio broadcasts rely on descriptive language and audio clues; television reports use a mixture of presenters in a studio, reporters on location, descriptive reports, charts and videos. With all three media types, there is a variety of styles, from the formal (BBC style on Radio 4 and BBC 1) to more chatty, informal reporting styles (as seen on Sky News or Independent/ local radio stations).

3   Ask students to open Kar2ouche *Romans* and locate the activity screen for Activity 1: *Trouble Ahead*.

4   From the introductory section, students click on the icon to listen to **Trouble Ahead!**

5   Ask for volunteers to explain what they have just listened to (there has been an attack on a villa, buildings have been burned, a neighbour has been killed and family members abducted.)

Development – Researching your Story

6   Working in pairs, students return to the Kar2ouche *Romans* Content Library.

7   From the activity screen, they locate the development section and click on the icon to open the **Attack on Sussex** storyboard.

8   Students follow the on-screen instructions, answering the questions contained in the storyboard:

Contents of *Attack on Sussex* storyboard

Frame 1

Click on the blue text/audio tab. Answer the question in each of the following frames. The answers will help you to plan your news report. Add characters or backgrounds to help your planning.

Frame 2

In which month did the attack take place?

Frame 3

Which County suffered from the attack?

Frame 4

Who was responsible for carrying out the attack?

Frame 5

Was this the first attack of its kind in the area?

Frame 6

What else had the Saxons done recently?

Frame 7

Had anyone been caught?

Frame 8

What was the Limitanei's general going to do about the safety of the local people?

Frame 9

What was different about the latest attacks, compared to previous ones?

Frame 10

What was the Regional governor going to do in order to help the situation?

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9   If they need extra support, they can re-read the text in the text/audio palette. The students' answers will provide the information for their news report.

10 Once students have added their answers to the storyboard, they can save it and print it out.

11 Students then plan the script for the newsreader. This can be done away from the PC, or can be typed straight into the caption window in a new Kar2ouche storyboard.

12 If students have created the script away from the PC, this can be checked and typed into MS Word. The script can then be saved as a .txt file and inserted into the text/audio palette in Kar2ouche, in preparation for creating a news report storyboard.

13 Students open a new storyboard and create their news programme, based around the style demonstrated in the video, using either the modern TV Presenter, or a Roman character.

Plenary – This is the News

Students save their storyboards, ready to present to the 'viewers'.

If you have access to an interactive whiteboard or data projector, students can view these as a whole class, discussing the styles of each report.

Alternatively, students can view the reports individually, making notes as they watch. The class can then discuss the reports as a group.

For assessment purposes, teachers can check the completed storyboards to assess students' understanding of journalistic writing. Student's understanding of script writing can also be assessed, therefore linking the lesson to the Literacy Strategy.

Extension

Students could rewrite their story for a radio news bulletin.

As an out-of-school activity, students can listen carefully to the news bulletins on different radio stations, paying close attention to the style and length of the section. (Some stations have a two minute broadcast on the hour and half hour, while others are dedicated to news reporting and so can take more time over a story, giving it a different angle later in the broadcast.)

Using other forms of ICT (i.e. cassette recorders) students record their news, using either a formal or informal style. These can then be played back and discussed, comparing them with the professional broadcasts that they have listened to and expressing their preferences.

Alternatively, students could create a news broadcast to report the story from the Saxon point of view.

Activity 1
Trouble Ahead!

Objectives

In these Kar2ouche activities you will be using your knowledge of the Romans to plan, write and present a television news programme that informs the viewers of an attack on England by the Saxons.

Outcomes

By working step by step through the main activities you will:
• become familiar with the story of *The Sussex Horde* through answering comprehension questions
• plan and draft a script for your television presenter
• create a television news programme using Kar2ouche
• think about the lives of people living in other places and times.

Resources

To complete the activities you will need access to:
• Kar2ouche *Romans* Content Library
• resource books for the Romans.

Activities

Introduction – In The News

You will have discussed the different ways in which the media present items of news with the rest of the class.

1   Listen carefully to the audio **Trouble Ahead!** Be prepared to tell the class what you hear.

click
here [K2] To listen to the audio **Trouble Ahead!**

Student Notes

Development – Researching your Story

You work as a presenter for Britannia News, the television channel reporting on events in Roman Britain. Recently there have been reported sightings of Saxon raiders along the south coast of England. To begin with, the sightings have been nothing more than this. However, yesterday a group of Saxon raiders became more daring, attacking a villa and it's occupants.

It is your duty to inform your viewers of this attack.

2   As a reporter, you have to research your story before it is broadcast. Using the Kar2ouche storyboard **Attack on Sussex**, research your story.

3   Read the questions in the storyboard carefully.

4   Add your answers to each caption window.

click here [K2] To view the storyboard **Attack on Sussex**.

5   Make sure that you have saved your answers and print these out.

6   Now you need to write the script that you will read on the news programme.

7   This can be done on paper, in a word-processing program or directly into the caption window of a new Kar2ouche storyboard. Don't forget that you need to refer to your answers.

8   When you have written your first draft, check your work for grammar and spelling errors. The checked script can then be saved as a .txt file and inserted into the text/audio palette in Kar2ouche.

9   Open a new Kar2ouche storyboard and create your news programme. There is a TV Presenter and a TV screen amongst the characters and props that you can use. Alternatively you can draw your own backgrounds and scan these into Kar2ouche.

10   Don't forget to record your audiofiles.

11   Save your storyboard and play it back. Make sure that you are happy with the transitions, length of frames and any animations that you might have included.

Plenary – This is the News

Once you have made any changes to your storyboard, save it ready for broadcast.

Your news programme goes out live to thousands of viewers every evening.

Once your programme has ended, you return to the editor's room, where you can watch the programmes from other television channels.

As you do, make notes on these, so that you can discuss them with your producer. You might be able to get a new slant on the story for a later edition.

When the programmes have finished, discuss what you have just watched with the rest of the class. You might wish to compare what you have seen. For example:

• Does the report contain all of the facts?
• Has the report used animation? If so, is it used effectively?
• Is there a live report from the scene?

Your teacher might ask you to go back to your reports and make changes, depending on what you have discussed.

Teacher Notes

Activity 2:
Inside an Amphitheatre

Key Stage/Year	Key Stage 2/ Years 3–6
Group Organisation	This activity is suited for students to work in pairs or small groups, as selected by you.
Suggested Timing	1–2 lessons.

Overview of Task

Students are given the opportunity to find out about Roman amphitheatres. They will use a variety of resources to research questions that they have asked. They will present their findings in the form of a guided tour using Kar2ouche.

Objectives

All students will: observe sources of information in order to answer questions about the past; use knowledge of the alphabet to locate books and find information; use narrative and non-narrative forms.

Most students will: show knowledge and understanding of some of the main events studied; use sources of information to answer questions about the past; use inference and deduction to help answer questions; adapt writing for different readers.

Some students will: select and combine information from different sources; show factual knowledge and understanding of aspects of the history of Britain and the wider world; produce structured work, making appropriate use of dates and terms; locate and use ideas and information; write in a range of forms.

Curriculum References

National Curriculum

English En2 Reading 3 a-f reading for information; 5a-e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose; 2 a-f planning and drafting; 9b range of purposes for writing: to inform and explain; 10; 12.

History 1a and 1b chronological understanding; 4a and 4b historical enquiry; 5a-c organisation and communication of historical information.

ICT 1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

National Literacy Strategy

Year 3

Term 1: T19 locating information, T21 reading information passages, T23 writing non-chronological reports.

Term 2: T17 making clear notes.

Year 4

Term 1: T16 identify different types of text, T17 identify features of non-fiction text. **Term 2:** T16 preparing for factual research, T17 scan texts to locate key words,

T23 collect information from a variety of sources.

Year 5

Term 1: T23 discuss the purpose of note taking, T26 make notes for different purposes.

Term 2: T16 preparing for reading, T17 locate information confidently, T20 note making.

Year 6

Term 1: T17 writing non-chronological reports.

Term 2: T17 appraise text quickly, T18 secure skills of skimming and scanning,

T22 select styles and form to suit specific purpose and audience.

Outcomes

By the end of these sessions, students will have:
- become familiar with Roman London
- an understanding of chronology
- researched information about amphitheatres using a variety of resources
- produced a tour of an amphitheatre using Kar2ouche
- thought about the lives of people living in other places and times.

Resources Required

Kar2ouche *Romans* Content Library:

- **At the Amphitheatre** audio
- **Roman Quiz** storyboard

Information books from reading list

KWL grids for planning

Websites for additional information:

www.bbc.co.uk/schools/romans

www.salariya.com/web_books/gladiator

http://www.archaeology.co.uk/timeline/roman/london/ amphitheatre.htm

(N.B. these websites were available at time of writing. Please guide your students to the most suitable websites available, according to your school's policy on Internet research.)

Activities

Introduction – What is an Amphitheatre?

1   Show students pictures of Roman amphitheatres; either from the Internet, or from resource books in class.

2   Discuss the pictures with the class. What are their impressions of the building? If possible, share pictures of the Roman amphitheatre in London. You could use: **http://www.archaeology.co.uk/timeline/roman/london/ amphitheatre.htm** checking before the lesson that the site is still live.

3   Ask students to share what they already know about amphitheatres with the class. Students can enter this information into the K section of their KWL grid. (A KWL grid is a planning sheet, designed to help them focus their research on any given topic. It is divided into three sections: What I already <u>know</u>, what I <u>want</u> to find out, and what I have <u>learnt</u>. Students fill in the first section at the start of a topic, or research lesson. The middle section is completed as a series of questions they would like to find the answers to. The final section is completed as part of a revision or assessment exercise.)

4   Explaining the aim of the lesson (to create a guided tour of an amphitheatre), encourage students to fill in the W section of their grid. They should add here anything they would like to find out about the building.

These instructions are given in the introductory section of the activity pane for this lesson in Kar2ouche.

Development –
Planning your
Tour

5   Ask students to open Kar2ouche *Romans* and locate the activity screen for Activity 2: *Inside an Amphitheatre*

6   From the development section, students click on the icon to listen to **At the Amphitheatre.**

7   Students make notes on what they have heard. This is a starter activity for their research.

8   Working in pairs or small groups, students use resource books from class, information from websites and pictures to answer the questions written on their grid. You may wish to remind students that they should be making notes in their own words and not copying from the sources they are using.

9   Once students have completed their research, they need to decide which pieces of information are going to be relevant to the activity. Students could use highlighter pens to show which bits of information they might use.

10 Using either a paper planning grid, or a blank Kar2ouche storyboard, students plan out their tour. Encourage students to be imaginative with their tours. To start students off, you may wish to invite students who have been on tours to share their experiences. Alternatively you may wish to share a brief tour that you have created yourself.

Students may want to browse through the backgrounds within the Content Library as this may help them to plan. If they do not find backgrounds that they want to use, they could be encouraged to draw their own and scan them into Kar2ouche.

11 Once students are satisfied with their plans, they then create their tour. If they haven't already done so, students need to open a new storyboard within Kar2ouche. Students should decide whether they are creating a storyboard, animation or publication at this point.

12 Once students have created the tour, they should add sound effects and audiofiles to the storyboard or animation, and text to the publication.

13 Students then save their work, play it though to check for errors and then make any necessary amendments.

Plenary – Take the Tour	14 Students now present their tours.

14 Students now present their tours.

15 Their visitors have arrived at the offices of Londinium Tours.

16 If you have access to an interactive whiteboard or data projector, the tour guide can play the tour through, whilst other members of the class become the visitors taking the tour. Alternatively, students can move from one tour to the next, imagining that they are part of the group.

17 As part of students' appraisal of their work, they could be encouraged to think about the following questions:
   - Does the tour guide give detailed information about the site being visited?
   - Was the guide clear? (Could you understand the information?)
   - Have you (as a visitor) been given an opportunity to look at the amphitheatre in detail at each stop?
   - Did you get the opportunity to ask questions?
   - Were you allowed to see any of the entertainment on show at the amphitheatre?

18 Other questions can be added to the list.

19 Students can then be asked to look again at their own tours to see where improvements could be made.

20 Students complete their KWL grids to show what they have learnt about amphitheatres.

21 Students then return to the activity screen and complete the **Roman Quiz.**

For assessment purposes, teachers can check the completed storyboards to assess students' understanding of history. The completion of the KWL grids is also useful in assessing students' work in Literacy and history.

Extension

22 Students could create a commentary for a gladiator fight, as if it were being broadcast on television or radio:
   - first they create an animation or storyboard showing the fight in progress
   - secondly they add audiofiles of the commentator(s) describing what is happening.

These can be saved and played back as separate storyboards, or appended to the existing tour.

My KWL grid for		What do I already know? Write down what you know about the topic you are researching.	What do I want to find out? Write down questions that you would like to find the answers to. You could also write down where you might look to find the answers.	What have I learnt? Write down a few interesting facts that you have learnt from carrying out your research.
NAME				

Activity 2
Inside an Amphitheatre

Objectives

In these Kar2ouche activities you will be using your knowledge of
the Romans to create a guided tour of an amphitheatre.

Outcomes

By working step by step through the main activities you will:
- become familiar with Roman London
- have an understanding of chronology
- research information about amphitheatres
- create a tour of an amphitheatre
- have thought about the lives of people living in other places and times.

Resources

To complete the activities you will need access to:
- Kar2ouche *Romans* Content Library
- resource books for the Romans
- a KWL grid

Activities

Introduction – What is an Amphitheatre?

Your teacher may have already discussed Roman London with you and you may have seen
pictures of Roman amphitheatres in class. As part of this activity, you will be researching
amphitheatres and what happened in them.

1   What do you already know about amphitheatres? Write this information in the K section of
    your KWL grid.

2   What would you like to find out about amphitheatres? Write down any questions that you
    have about these buildings in the W section of your grid.

Development – Planning Your Tour

'Londinium Tours' employs you as a tour guide. Recently there has been an influx of visitors to
Londinium. It seems as if everybody wants an audience with Constans, the deputy governor of
Britannia. Constans is a busy man and he cannot always guarantee time for audiences. As a
result, 'Londinium Tours' has become very busy, taking groups of visitors around some of the
sights in the city. Today you have a group of visitors from Sussex who have been booked on a
tour of the amphitheatre.

3   Before you can take your group on the tour, you need to carry out some research on your
    venue, so that you can give an informative tour to your guests and answer any questions
    they might have.

Student Notes

4   Listen to the audio **At the Amphitheatre** to begin your research.

click here   To listen to the audio **At the Amphitheatre**

5   Make notes on what you have heard.

6   Using information books and the Internet continue your research, answering the questions that you have written on your KWL grid. (Your teacher will let you know which web sites to look at.) Remember that you should be writing in your own words.

7   When you have finished your research, decide what information will be useful in your tour.

8   Using a planning grid or a blank storyboard, decide how your tour will proceed. For example, you might give a brief explanation of the amphitheatre and its history from the outside, before entering and explaining the different sections. There might be an opportunity to speak to a gladiator before allowing your group to watch a bit of the entertainment. (You might want to look at the amphitheatre backgrounds contained in Kar2ouche – Romans at this point.)

9   Create your guided tour using Kar2ouche.

10   You can create a storyboard, an animated tour, or a printed version in a magazine.

11   If you are creating a storyboard or animation, don't forget to record your audio and add sound effects.

12   If you are creating a printed version, you will need to add your text either in speech bubbles, or in the caption frame.

13   Save your work. Play your storyboard through and make any amendments if necessary (spellings/capital letters/full stops/audiofiles to be attached/characters or props in better positions/timing of frames to adjust).

Plenary – Take the Tour

14   Your group of visitors has arrived at the offices of 'Londinium Tours'.

If you have created a storyboard or animation, play it through. Your publication can be displayed whilst you talk through it.

Have a look at the other tours.

As you watch and listen, imagine that you are part of the group being taken on the tour. To help you appraise your own work, and the work of your classmates, think about the following questions.

- Does the tour guide give detailed information about the site being visited?
- Was the guide clear? (Could you understand the information?)
- Have you (as a visitor) been given an opportunity to look at the amphitheatre in detail at each stop?
- Did you get the opportunity to ask questions?
- Were you allowed to see any of the entertainment on show at the amphitheatre?

Look at your own tour again. If you answered 'no' to any of the questions as you watched it, think about where you could make any changes.

15   Your group of visitors has now completed their tour. You have a quiz that you give to each group as they leave. Invite them to complete the quiz.

click here   to complete the **Roman Quiz.**

Activity 3:
Ethelbert's Adventure

Key Stage/Year	Key Stage 2/ Years 3–6
Group Organisation	Students may work through the whole activity individually. Alternatively, you may wish to give support to less able students by selecting pairs or establishing small writing groups for them to plan their stories in. Students could then prepare their drafts individually, in pairs or small groups, as selected by you.
Suggested Timing	1–2 lessons. A third lesson may be required for presenting the completed interviews.

Overview of Task

Students familiarise themselves with the raids on Roman Britain by Saxons. They are introduced to Ethelbert, a Saxon living in Roman Britain. Using information books to research the period of history further, they write a story about one of Ethelbert's adventures.

Objectives

All students will: observe sources of information in order to answer questions about the past; plan and draft an extended story; write in narrative form, showing awareness of the reader.

Most students will: show knowledge and understanding of some of the main events studied; use sources of information to answer questions about the past; : plan and draft an extended story based on historical knowledge of the Romans; use inference to help answer questions; write using different forms, adapting to different readers.

Some students will: select and combine information from different sources; show factual knowledge and understanding of aspects of the history of Britain and the wider world; understand that history is presented from different viewpoints; plan and draft an extended story, drawing on knowledge of the Romans and selecting an appropriate genre; writing in a range of forms, organised appropriately for the purpose of the reader.

Curriculum References

National Curriculum

English En2 Reading 3 a-f reading for information; 5a-e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose; 2 a-f planning and drafting; 9b range of purposes for writing: to inform and explain; 10; 12.

History 1a and 1b chronological understanding; 2c identify and describe reasons for and results of historical events; 4a and 4b historical enquiry; 5a-c organisation and communication of historical information.

ICT 1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

National Literacy Strategy

Year 3

Term 1: T3 be aware of different voices in stories; T9 generate ideas relevant to a topic; T19 locating information.

Term 2: T6 plan the main points as a structure for story writing; T7 describe a sequence of key events in a variety of ways; T17 making clear notes.

Term 3: T13 write extended stories.

Year 4

Term 1: T9 use different ways of planning stories; T10 plan a story identifying the stages of its telling; T12 write independently linking own experience to situations in historical stories.

Term 2: T16 preparing for factual research, T17 scan texts to locate key words, T23 collect information from a variety of sources.

Year 5

Term 1: T14 map out texts showing development and structure; T26 make notes for different purposes.

Term 2: T16 preparing for reading, T17 locate information confidently, T20 note making.

Term 3: T7 write from different character's point of view.

Year 6

Term 1: T6 manipulate narrative perspective; T7 plan quickly and effectively;

Term 2: T10 use different genres as models to write; T11 write own story showing passing of time; T18 secure skills of skimming and scanning.

Outcomes

By the end of these sessions, students will have:
- become familiar with *The Sussex Horde* text
- an understanding of the different ways in which history is portrayed
- empathised with people from different times and places
- planned and drafted a story about Ethelbert
- produced a published story using Kar2ouche storyboards.

Resources Required

Kar2ouche *Romans* Content Library:
- **At the Inn** Audio
- **Ethelbert's Adventure** storyboard

Information books from reading list

Information about the Saxon period of history

Internet resources relating to the Romans and Saxons:

http://www.bbc.co.uk/education/romans

http://www.bbc.co.uk/education/anglosaxons

(N.B. these websites were available at time of writing. Please guide your students to the most suitable websites available, according to your school's policy on Internet research.)

Activities

Introduction –
At the Inn

1   Discuss with the class the point in time that the inhabitants of Roman Britain described in the text find themselves: ie that they are being attacked by another group of invaders, the Saxons, who come from Germany.

2   Share information about the end of the Roman era and the beginning of the Saxon period from information books, or use the following website: **http://www.bbc.co.uk/education/anglosaxons** checking before the lesson that the site is still live.

3   Ask students to open Kar2ouche *Romans* and locate the activity screen. They should then click on Activity 3: *Ethelbert's Adventure*.

4   From the introductory section, students click on the icon to listen to the audio **At the Inn.**

5   Briefly review the content of the audio: Ethelbert, a Saxon who used to work for Flavius Maximus, is in the Inn. He is asked to join the group of Roman travellers. Ethelbert tells Flavius about his adventures, and that he has become a bodyguard for south coast villa owners.

Development –
Ethelbert's
Adventure

6   Ask students to suggest what types of adventures Ethelbert may have had. These should be based around the knowledge that there have been raids on the villas by groups of Saxons, and Ethelbert is a bodyguard. They should also be able to add that the raiders want land, and this is why they are attacking the inhabitants (see Chapter 2 *Trouble Ahead*.)

7   Working individually, or in pairs, students return to Kar2ouche *Romans*.

8   From the activity screen, they locate the development section, read the instructions and then click on the icon to open **Ethelbert's Adventure** storyboard.

9   Students follow the on-screen instructions, in order to help them to plan their own story of Ethelbert's Adventure.

Contents of *Ethelbert's Adventure* storyboard

Frame 1

Use this storyboard to help you map out your story of Ethelbert's Adventure. The following frames contain information from the story that you may find helpful. Read the information in each frame and answer the questions. Add extra frames to help you with your planning.

Contents of *Ethelbert's Adventure* storyboard

Frame 2

'Villa owners along the south coast had employed him as a bodyguard.'

Who was Ethelbert? Describe Ethelbert in detail - who he was, what he looked like, where he came from, what he was doing in Britain, etc.

Frame 3

Who are the other characters in your story? Add a description for each character. Think about the setting of the story.

Frame 4

'In recent weeks more and more Saxon raiders had been sailing up the rivers and narrow creeks in the region in their shallow boats attacking local settlements.' What were the raiders after?

Why did villa owners need Ethelbert? Add a suitable background that will help you with your planning.

Frame 5

'It seemed as if the Saxons had become more dangerous and greedy. These particular raiders were not merely after booty and plunder but they had other ideas - they wanted land! Since our Field Army had left for Gaul and not returned they now felt in a position to take some.' What might Ethelbert be telling his audience? What description would you need to add? How often had these raids occurred?

Frame 6

'Saxon raiders had attacked a neighbouring villa the night before, burned a number of the buildings and had killed our neighbour and abducted several members of his family.'

If Ethelbert was bodyguard at the villa, what might he have done to protect his master? Make notes on how events unfolded that night.

Frame 7

Look through the text in the text/audio window for any more information that will help you to plan your story. Add an opening sentence and a good ending.

10 If they need extra support, they can re-read the text in the text/audio palette.

11 Once students have completed their plan, they should save and print it out for reference.

12 They can now begin to draft their story using a new Kar2ouche storyboard. They should concentrate on the storyline, with the opportunity to add audio and sound effects after they have checked their work.

13 Once the draft is complete and has been checked by the students, they can begin to animate the story and add audio and sound effects as appropriate.

14 Students should check through their stories once they have been animated to ensure that timings etc are correct.

15 Students then save their final versions in preparation for storytelling.

Plenary – Telling your Tale

16 Students take turns to become Ethelbert and tell their stories.

17 If there is room, you might wish to turn the classroom into a Roman Inn. Students could dress up as Romans and squash or juice served to create the atmosphere. If you have access to an interactive whiteboard or data projector, this will be ideal for aiding the storytelling.

18 Students could also create a 'big book' version of their stories. By selecting their preferred option from the print screen, they can print out their stories, laminate them and share them during reading sessions.

For assessment purposes, teachers can check the completed storyboards to assess students' understanding of how the Roman period of rule in Britain came to an end. The different stages of story writing can also be assessed, along with the development of different genres as modelled in the NLS.

Extension

19 Students could create a play script to accompany their stories.

20 Working in small groups, students choose one of **Ethelbert's Adventures** that they feel will transcribe into a play.

21 They write the script, making necessary changes to the text, and adding in stage directions etc.

22 This can be acted out, or recorded as a radio play.

This activity links well with NLS text level work in year 4 and 5 (writing play scripts).

Activity 3
Ethelbert's Adventure

Objectives

In these Kar2ouche activities you will be using your knowledge of the Romans to plan, write and publish a story relating to the Saxon attacks on the south coast of Roman Britain.

Outcomes

By working step by step through the main activities you will:
- become familiar with the story of *The Sussex Horde*
- understand that history is presented in different ways
- think about the lives of people living in other places and times.
- plan and draft an adventure story about Ethelbert
- produce a published story using a Kar2ouche storyboard.

Resources

To complete the activities you will need access to:
- Kar2ouche *Romans* Content Library
- resource books for the Romans
- information about the Saxons

Activities

Introduction – At the Inn

Your teacher will have asked you to think about what was happening to Roman Britain at the point in time that the Sussex Horde story is set. You may have also looked at some information about the end of the Roman period and the beginning of the Saxon period of history.

1   Listen carefully to the audio **At the Inn.** Your teacher may ask you questions about what you are about to hear.

click here ![K2] To listen to the audio **At the Inn**

Student Notes

Development – Ethelbert's Adventure

You are Ethelbert. You are a Saxon who has lived on the south coast of Britannia for some years. For two of those years Flavius Maximus, the local governor, employed you. Imagine your surprise when, whilst seated in an Inn near to Londinium, your old employer walks in and asks for you to join his party.

You join him, and explain that you are now working as a bodyguard for villa owners along the south coast. Soon you are telling him about the latest raids….

2   It is important that you get your story right. Flavius was a good employer, but he looks worried about something. He is after facts. Use the Kar2ouche storyboard **Ethelbert's Adventure** to help you plan your story well.

3   Read the instructions in the storyboard carefully.

4   Add your notes to each caption window.

    click here [K2]   To view the storyboard **Ethelbert's Adventure**.

5   Once you have finished your plan, save it and print it out using the options in the print screen.

6   Now you need to write the first draft of your story. As the final copy of the story will be in Kar2ouche, you will need to draft it using a new storyboard.

7   As this is only the first draft, you should concentrate on the storyline, as you will have the opportunity to add audio and sound effects after you have checked your work.

8   When you have written your first draft, check your work for grammar and spelling errors.

9   Now you can animate your story and add your own audiofiles and sound effects.

10   Save your storyboard and play it back. Make sure that you are happy with the transitions, length of frames and any animations that you might have included.

Plenary – Telling Your Tale

11   Once you have made any changes to your storyboard, save it.

12   You are in an Inn, somewhere near to Londinium. A group of people who you recognise has asked you to join them.

Tell the group your story. (Play your story back using the presentation screen.)

You could also choose a print option from the print screen and print your story out as a 'big book' for others to read.

Texts

Glossary

Amphitheatre This is an oval-shaped arena where spectators watched games and gladiator fights.

Artillery These are weapons used to hurl missiles, such as catapults and large crossbows.

Banquet This is a sumptuous feast or dinner.

Bastion This is a projecting part of town walls.

Basilica This is a building in a Roman town, used for public ceremonies.

Bath House This is a public place for relaxing, exercising and washing.

Briton This is a person who lived in Britain at time of Roman invasion.

Cavalry These are soldiers on horseback.

Celt This is a person who lived in Britain and other parts of Europe at time of Roman Invasion.

Century This is a smaller section of a cohort led by a centurion.

Centurion This is a Roman officer in command of 80 to 100 soldiers.

Citizen This is a person (usually a man) who was allowed to vote in elections for governors and other leaders.

Cohort This is a smaller section of a legion (about one tenth).

Craftsmen These are people who earn their living by a special trade or skill such as potters, shoemakers, blacksmiths, glass blowers.

Glossary continued

Emperor He was the supreme ruler of the Roman Empire.

Empire This was the large group of countries under a single authority.

Forum This was a market place or public meeting area in a town, with public buildings surrounding it.

Frigidarium This was a cold plunge room found at the bath house.

Frontier This was the boundary between one territory and another.

Gaul This was the name used for what we now call France.

Gladiator This was a professional fighter who fought in arenas (see amphitheatre).

Greaves These were metal leg-protectors worn by Roman soldiers.

Hypocaust This was the under-floor, hot-air heating system in Roman houses.

Latin This was the language of the Romans.

Legate This was the soldier in charge of a legion.

Legion This was a division of the Roman Army with 5000 to 6000 soldiers.

Limitanei These were the Roman soldiers who patrolled the locality upholding law and order.

Londinium This was the Roman name for London.

Merchants These were the people who made their living by trading items either in their own country or abroad.

Glossary continued

Mosaic This was a picture or pattern produced by arranging small variously-coloured pieces of glass or stone (usually floor or wall decoration).

Optio This was a standard-bearer for a century.

Quadran This was the Roman coin with the least value.

Retarius He was a specialised fighter using only a net and trident – a 3-pronged spear.

Revolt This was an uprising against people running the country in an attempt to replace them.

Rite This was a religious ceremony or prayer to a chosen god.

Saxon The Saxons invaded Britain from Germany towards the end of Roman rule in Britain.

Secutor This was a specialised fighter wearing a helmet and using a sword.

Shrines These were places of worship.

Strigils These were scraping tools used to clean the body when in the bath house.

Taxes This was money collected by the Roman Governor from the Romans to pay for new roads, buildings or to equip the army.

Tablet This was a writing surface covered with a layer of beeswax.

Toga This was a long semi-circular piece of cloth wrapped around the body, sometimes worn over a tunic.

Tunic This was an item of clothing in the shape of a tabard.

Villa This was a farm with a house and outbuildings, or a large country house.

Glossary continued

Glossary activity

This Glossary explains some of the words in the stories of *The Sussex Horde* and *Romulus and Remus* that may cause you problems.

It's good practice to collect and look up words you don't understand by using dictionaries and encyclopaedias. Perhaps you could keep a vocabulary list.

1 Browse through the items in the Kar2ouche props palette. Drag items you don't recognise into the composition window.

2 Type the name of the item in the caption window and find out about it. Use the Internet or books.

3 Write a definition in the caption window next to the name. If you have time record your commentary.

The Sussex Horde

Chapter I – In the Bath House

Allow me to introduce myself. My name is Flavius Maximus and this is my story. The last month of June has been untypically hot and my friend Germanicus and I were using the new bath house, which I had completed only last year. It has a splendid frigidarium or cold plunge – ideal with the weather being what it is.

My friend Germanicus is the commander of the local limitanei - the soldiers who patrol this region and maintain law and order.

Chapter II – Trouble Ahead

We were just beginning to relax when my steward, Ursinus, asked if he might talk with us. He was in a highly agitated state. I immediately became concerned.

He told us that Saxon raiders had attacked a neighbouring villa the night before, burned a number of the buildings and had killed our neighbour and abducted several members of his family. Unfortunately, this was no isolated incident but it was the closest we'd had to our home.

In recent weeks, more and more Saxon raiders had been sailing up the rivers and narrow creeks in the region in their shallow boats attacking local settlements. By the time the limitanei, or my local bodyguard, got organised the raiders had returned to the sea. All of us were under threat.

The Sussex Horde continued

Germanicus assured me that he would do all he could to get the local troops in a position to respond to any future attacks and I, knowing him to be as good a general as he was a friend, trusted him to do that. But I was still troubled.

The raids that had taken place recently seemed to me to be better organised than they had been before. Ever since our Field Army had left for Gaul and not returned, we have been left to defend ourselves against an enemy that was growing in confidence.

It was clear to me, as Regional Governor, that I would need an audience with my wife's cousin Constans. Constans is the Deputy Governor in Londinium and I need to talk to him in order to have more troops moved into our area.

My wife and I decided to write to her cousin to explain our plight and ask for a meeting to discuss this further. I decided that there was not a moment to lose and that we should set off the next morning to make the journey to Londinium.

I summoned my steward, Ursinus, and told him to prepare for an early start, then I despatched a messenger to inform Constans of my journey and arrange a room at an inn en route.

Chapter III – On the Road

We were not far from Stane Street, which would provide us with quick access to Londinium itself. Both the road and my travelling companions were unusually quiet. They sensed the uncertainty that seemed to be hanging over us all.

The Sussex Horde continued

By midday we had reached a small stream by a bridge and it seemed an ideal spot to rest for a while to water the horses.

The shadows were lengthening when we approached the inn and my companions were ready for a good rest and a meal. Many people visited the inn, including Saxon mercenaries. These Germans were from the same part of the world as the raiders who were harassing our coasts and sailing boldly up our rivers, but the ones at the inn had lived in our region for many years.

Chapter IV – At the Inn

I was shown to my room and later food was provided in the inn. I noticed Ursinus begin to stare somewhat fixedly at a German who was drinking with a group of auxiliaries on the far side of the room.

"I believe that to be Ethelbert," he whispered. "Do you remember, he used to work for us a while back?"

I screwed up my eyes and squinted through the gloom. Sure enough, the man he indicated was easily recognisable as the swarthy Saxon who had served us loyally for over two years. "Bid him come and join us," I instructed Ursinus. "He might have some news."

The tall warrior was delighted to see us. Leaning his sword and shield against our table he told us of his adventures. His stories confirmed that much of the unease I had been feeling lately was justified. Villa owners along the south coast had employed him as a bodyguard.

He told us that there had been an increasing number of raids in recent months. It seemed as if the Saxons had become more dangerous and greedy. These particular

The Sussex Horde continued

raiders were not merely after booty and plunder but they had other ideas – they wanted land! Since our Field Army had left for Gaul and not returned they now felt in a position to take some.

These words filled my heart with dread! I had long suspected that this was behind their actions but to hear it confirmed from the lips of a Saxon was, indeed, troubling. I rewarded Ethelbert for his information.

Chapter V – The Next Morning

Ursinus woke me early the next morning, as I wanted to be on the road soon after dawn. My messenger had returned and an audience with Constans had been arranged for midday. We were up before most of the guests and as I made my way into the courtyard Ursinus, Salvius and Gainas were already packed and ready to go.

It was not long before the high walls, bastions and, eventually, the main city gate of the capital came in to view.

As we still had two hours before my meeting with Constans, I allowed my servants time to visit the shops that are so much a feature of this bustling quarter. I spent a little time myself watching a cobbler making a pair of sandals.

We made our way up the street that led to the Forum. I presented my credentials to a serious-looking centurion who asked me to wait. Constans was still in a meeting with several members of the Senate and would not be able to meet me until later that afternoon. I nodded. In some ways, this was inevitable. The Deputy Governor of Britannia is a busy man with many people making

The Sussex Horde continued

demands on his time. I thanked the centurion and told him I would return at 4 o'clock.

We decided to fill in the time by going to the circus. The delighted expression of Gainas, the youngest of my servants who had never been to an amphitheatre before, was wonderful to behold.

Chapter VI – At the Amphitheatre

The circus was spectacular. Entering the arena, we managed to find some good seats mid-way up the tiered oval. We were in time for the event of the day – the gladiatorial duels. The gladiators were allowed to fight to the death.

The best contest was between Regulus and Murmillo. A huge cheer went up around the amphitheatre. Regulus, had triumphed again and he would be well rewarded for his afternoon's work.

I left the amphitheatre and made my way to the Forum for my 4 o'clock appointment with Constans.

Chapter VII – At the Forum

We greeted each other as noblemen and as family. I gave him Julia's tablet, which he read carefully and thoughtfully. I told him of my concerns but the scale of the dilemma clearly surprised and alarmed him.

Watching him and listening to his responses to my questions, I knew he was not going to be able to help. He was unable to supply troops to help us defend ourselves against the Saxon defenders. I left with a heavy heart and prepared to return home.

The Sussex Horde continued

Chapter VIII – Leaving the Villa

As I arrived home my wife told me Germanicus, who had reported an increasing number of Saxon vessels along the coast, had visited her. For our own safety, we knew we had to pack up and leave the villa.

There was one more thing I would have to do before I left. I have, in my strong room, my most precious valuables, a collection of silver-plate, drinking vessels and coins. I cannot transport them with me. I decided to bury them in a secret spot and to return in the autumn to retrieve them.

Epilogue

We do not know what happened to Flavius Maximus and his family. Can we ever know? Perhaps you can offer some likely ideas? We know the silver was buried, but nobody returned to collect it. As one mystery is solved, another presents itself.

Romulus and Remus

People need to know where they come from, how things started and why they happen. To answer these questions legends are created. Many years ago, the Romans wanted to explain why Rome was built and by whom. The story of Romulus and Remus explained this. This is just one very short retelling of a story that has been passed down over many centuries. Because it has been told by many people, there are many different versions.

The Story

Romulus and Remus were the twin sons of the god Mars and Silvia. Silvia was the King's niece. The King was frightened that the twin babies would grow up and want to be kings instead of him. To protect himself, he had Silvia imprisoned and told his servants to throw the babies in the River Tiber.

The servants took pity on the baby boys. Instead of throwing them straight into the water, they placed them in a basket and set this afloat on the river. The river had flooded and the basket got caught in the roots of a huge fig tree.

A wolf heard the babies crying and came to see what the noise was. She felt so sorry for the poor hungry babies that she looked after them. She licked them clean and fed them on her own milk.

When the babies grew into young boys, a shepherd found them. He didn't know who they were, but took them to his house and looked after them. As they grew older a number of divine signs suggested that they must

Romulus and Remus continued

be special. Finally, they found out who they were and took control.

They decided that they would create a city near the fig tree where they had been rescued by the wolf. Trying to decide on who should have what land in the city, they studied the flight of birds. Because Romulus saw twelve vultures and Remus only saw six, Romulus argued that he should have twice as much land as his twin brother.

Romulus used a plough pulled by a white bull and a white cow to mark out his land. Remus was angry that his brother planned to take two thirds of the city. So, when Romulus had finished marking out his land, Remus jumped into his brother's section and stood there daring his brother to react. They started to fight and Romulus killed his brother.

Romulus went on to build the city and it was called Rome after him.

Romans Reading List

With many thanks to Blackwell's Children's Bookshop in Oxford, where staff helped us to compile this list.

Butterworth, M (2000) *The Diary of a Young Roman Soldier*, Franklin Watts

Chrisp, P (2001) *In Roman Britain*, Hodder Wayland

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Corbishley, M (1999) *Real Romans*, Macmillan Children's Books

Deary, T (1994) *Rotten Romans*, Scholastic Hippo

Durbin, G (1990) *A Teacher's Guide to Learning from Objects*, English Heritage

Fischel, E (2000) *Boudicca*, Franklin Watts

Gowar, M (1997) *The Lost Legionary*, Franklin Watts

Gowar, M (1997) *The Great Necklace Hunt*, Franklin Watts

Gowar, M (1997) *The Guard Dog Geese*, Franklin Watts

Gowar, M (1997) *A Runaway Donkey*, Franklin Watts

Grice, N (2000) *Boudicca Strikes Back*, Franklin Watts

Honnywill, J (1992) *The Invaders and Settlers: The Romans*, Collins Educational

Hull, R (1999) *The Romans in Britain*, Hodder Wayland

Jackson, R (1999) *British Museum Activity Books: The Romans*, British Museum Press

Middleton, H (2001) *Romans, Anglo-Saxons and Vikings*, Heinemann

Ross, S (1996) *Down with the Romans*, Evans Brothers

Shuter, J (2000) *Hadrian's Wall,* Heinemann

Sutcliffe, R (1996) *Song for a Dark Queen*, Red Fox

Sutcliffe, R (2000) *The Eagle of the Ninth*, Oxford University Press

Sutcliffe, R (2001) *The Lantern Bearers*, Oxford University Press

Whittock, M (1996) *Heinemann Our World: History - Defenders of the Roman Empire*, Heinemann

Whittock, M (1996) *Heinemann Our World: History - Living in Roman Britain,* Heinemann

Whittock, M (1997) *Heinemann Our World: History - Beliefs, Myths and Legends of Roman Britain*, Heinemann

Williams, B (1994) *Roman Britain*, Heinemann

Williams, B (1997) *Roman Villas and Great Houses*, Heinemann

Wood, R (1999) *On the Trail of the Romans in Britain,* Franklin Watts

History Lessons

History Lessons 1
Roman Settlements

Learning Objectives	Students should learn: • that Romans invaded Britain and that the period of conquest was followed by a period of settlement • to identify some main features of a Roman settlement • to place Roman Britain in a chronological framework.
Learning Outcomes	By the end of these lessons students will have: • explained the reasons why the Romans invaded Britain and successfully settled there • researched, investigated and recorded specific features of settlement for a class book • plotted on a timeline significant events of the Roman period using appropriate chronological terminology.
Prior Learning	• Students should have some knowledge of who the Romans were and why the Romans invaded Britain. • Children need to have heard *The Sussex Horde* Story.
NC/NLS References	• **History** 1a and b, 4a and b, 5a, b and c *(See also QCA Unit 6A)* • **English** EN2 Reading 3a, c and d; EN3 Writing 9b, 10
ICT Capabilities	Students will: • have learnt to use the Kar2ouche program • use scrolling techniques to move efficiently between pages.
Resources	*Sussex Horde* Story History Sheet 1.1 *Map of Roman Empire* Kar2ouche Romans Content Library History Sheet 1.2 *Roman Timeline* History Sheets 1.3 and 1.4 *Roman Settlements* (These are differentiated: 1.3 Roman Settlements is intended for Yr 3/4 whilst 1.4 is intended for Yr 5/6; alternatively 1.3 may be used with most students whilst 1.4 can be given to challenge the more able) Reference materials Notebooks

Activities

Introduction

1   Use map of Roman Empire History Sheet 1.1 to locate the Roman Empire in relation to Britain.

2   Discuss key vocabulary, for example, 'empire'. Focus on key landmarks - land, sea, Britain, Rome, Londinium and so forth. Show students where Sussex coast is to set *The Sussex Horde* in context.

3   Brainstorm ideas for definition of 'invaders' and 'settlers'. Note down. Make it clear that the Romans invaded Britain, and that a period of invasion was followed by a period of settlement. Students might be interested to learn that Julius Caesar first invaded to teach the British, who had helped the Gauls in France to defend against Rome, a lesson.

4   Listen to the story of *The Sussex Horde* (discuss what a horde is and how the story is based on the finding of Roman silver in Sussex).

5   Place the Roman Britain period on a timeline History Sheet 1.2 (enlarged to A3 wall chart) - what comes before (Celts) what comes after (Saxon). Plot *The Sussex Horde* story at the end of the Roman period of settlement in Britain circa 410 A.D. Students could create a storyboard to illustrate key events on the timeline and add the date in a text box.

Development

6   Discuss the main features of a Roman settlement; for instance, public and private buildings, the remains of which can still be seen today. Explain that some of these will be shown pictorially in Kar2ouche.

7   Students open Kar2ouche.

8   In pairs, students should scroll through *The Sussex Horde* story. As they scroll, they should record references to elements of Roman settlements, evidence of which may still be found today. They should then look through the background pictures and identify the buildings/places referred to in the story. If you have time, these can be captured and labelled in a simple storyboard.

9   As a class, name the various buildings/features found to check that everyone has identified the same examples.

10 Each pair should now choose one particular feature/building and using research materials (texts, CD-Roms and Internet) collect further information to contribute to a class information book called, *Features of Roman Settlement*. Students should use Sheets 1.3 and/or 1.4 to guide research. This can be illustrated using Kar2ouche storyboard frames copied into a Word document. Research findings can then be typed below.

11 Collect in pages to create the class information book.

Plenary

12 As a class, create a word-bank/glossary of new words relating to Roman Britain, specifically Roman settlements. Check through the audiofiles in Kar2ouche.

13 Check whether there are any words about which the students are unsure.

Suggested Homework/Extension

14 Using CD-Roms, encyclopaedias and the Internet students find further information about Roman settlements.

15 A group of students might volunteer to create the contents page, index, front and back covers, and number pages to complete the class non-fiction book. This can then be used as a future resource.

History Sheet 1.1

Map of the Roman Empire

Britannia

Germania

Gallia

Pannonia

Dacia

Hispania

Moesia

Thracia

ROME•

Italy Graceia

Asia

Africa

Syria

Mediterranean Sea

Palestine

Aegyptus

History Sheet 1.2

Roman Timeline

753 BC	Building of City of Rome Starts
202 BC	Power of Rome spreads outside Italy
130 BC	Romans conquer Greece and most of Spain
55 BC	Julius Caesar's first invasion of Britain
54 BC	Julius Caesar's second invasion of Britain – influence increases

Birth of Jesus

55 AD	Roman full-scale invasion of Britain
61 AD	Boudicca leads uprising against the Romans in Britain but she is defeated and killed
75–77 AD	Roman conquest of Britain complete
122 AD	Construction of Hadrian's Wall begins
360s AD	Series of attacks on Britain by Picts – Roman generals take control
406 AD	Barbarian force takes over Gaul dividing links between Rome and Britain. Roman army in Britain mutinies.
407 AD	Emperor Constantine III withdraws Roman Legions to Gaul
408 AD	Britain attacked by Picts, Scots and Saxons
410 AD	Roman rule in Britain collapses

History Sheet 1.3

Roman Settlements

Choose a feature of a Roman settlement and record your findings.

1   Open a Word document and write the title of the feature you are researching at the top of the page. This is your heading.

2   Save your work.

3   Minimise this document by clicking on the key that looks like this ▬ at the top right of your screen.

4   Open Kar2ouche Romans.

5   Find an image of the feature of a Roman settlement that you are researching. Use text boxes to add labels and add any relevant detail to the caption window.

History Sheet 1.3: Roman Settlements continued

6   Copy this image and the caption frame into a Word document.

Now in your Word document, add a paragraph on:
- your definition of the feature
- an explanation of what happened there
- a description of who used the place
- two extra things you would like to know about it.

Make a list of the resources you used at the end of your piece of writing. Don't forget to put your name on your printout.

History Sheet 1.3: Roman Settlements continued

History Sheet 1.4

Roman Settlements

Choose a feature of Roman settlement and record your findings.

1   Open a Word document and write the title of the feature you are researching at the top of the page. This is your heading.

2   Save your work.

3   Minimise this document by clicking on the key that looks like this ▬ at the top right of your screen.

History Sheet 1.4: Roman Settlements continued

4   Open Kar2ouche Romans.

5   Find two images of the feature of a Roman settlement that you are researching. Your first storyboard frame should show an external image, the second an internal shot. Use text boxes to add labels and add any relevant detail to the caption windows.

6   Copy these images and the caption frames into a Word document.

Now in your Word document, add a paragraph on:
• your definition of the feature
• an explanation of the purpose of the feature
• a description of which members of Roman society used the place
• similar places in modern society
• four extra things you would like to know about it.

Make a list of the resources you used at the end of your piece of writing. Don't forget to put your name on your sheet.

History Lessons 2
Empathising with the Romans

Learning Objectives	Students should learn to: • empathise with the Romans and their dilemmas at the time • select and record information about Roman ways of life and make comparisons between the lifestyle of rich and poor (for example, master and slave) • recognise aspects of life in Roman Britain using a story focus.
Learning Outcomes	By the end of these lessons students will have: • talked about the points of view of the rich and poor in Roman Britain • used appropriate language and Kar2ouche to demonstrate their interpretation of how the Romans may have thought, spoken and felt • retold a chapter of *The Sussex Horde* through a Kar2ouche storyboard.
Prior Learning	• It would help if students were familiar with the story of *The Sussex Horde* • Students should have used Kar2ouche (backgrounds, character poses, speech bubbles, thought bubbles, text boxes and storyboard frames) • They should have started to appreciate that different people are likely to have different viewpoints.
NC/NLS References	**History** 2a-b. See also QCA Unit 6A **NLS** Year 4 Term 2 Targets 17 and 18 **English** EN2 Reading 2a and b, 3a-d **PSHE** 4b
ICT Capabilities	Students will: • develop mouse control to work to scale • use drag and drop skills.
Resources	Kar2ouche Romans Content Library *The Sussex Horde* story History Sheet 1.2 *Points of View*

Activities

Introduction

1   Revisit *The Sussex Horde* story. Explain that together the students are going to retell the story from the points of view of the master and his slave. Pairs of students will be responsible for recreating one chapter, pinpointing the thoughts and speech between master and slave. You will probably want to focus on Chapters 2 to 7.

2   Open Kar2ouche and demonstrate method to be used. Focus on dialogue and relevant events between slave and master (could highlight text on screen here). With students, revisit the skills needed to:
   - select, position, pose and scale characters (position, poses and scale)
   - select backgrounds
   - add a text box
   - insert speech and thought bubbles.

Development

3   Students work in pairs on a chapter of *The Sussex Horde* story.

4   Locate text in Kar2ouche - scroll through story to find appropriate (or allocated) chapter.

5   Choose background, select characters and experiment with layout to create first scene of selected chapter of story.

6   In caption window, describe scene including time.

7   Present dialogue or thoughts by clicking on the chosen character then left clicking on speech or thought bubble option.

8   Click next frame at top of screen and build up chapter (4–7 frames).

9   Save work and print out.

Plenary

10   Assemble students' chapters in correct sequence to make story frieze.

11   Discuss language used. Is it old fashioned/appropriate to the time? Is use of language consistent in the story?

Suggested Homework/ Extension

12   In groups, check each other's work and redraft.

13   Rewrite story as a play-script. Act out chapters/scenes from version of *The Sussex Horde*. Work towards a class performance.

History Sheet 2.1

Points of View

In this activity, you are going to take part of the story of *The Sussex Horde* and rewrite it as a storyboard to show the views of the Master and his Slave.

1   Scroll through the text/audio window of Kar2ouche to find the chapter that you are working on.

2   Think about how your section of the story starts, and then choose a background, select characters and experiment with layout to create the opening shot of your part of the story.

3   Add speech bubbles showing what the characters might be saying to each other.

4   Add thought bubbles to show how they feel about what is happening or what they think of each other. To do this left click on the character, then left click on the thought or speech bubble.

5   In the caption frame, below your picture, explain what is happening (or copy some text from the story).

6   Click the next frame at top of screen and build up your chapter. Create 4–7 frames to summarise your section of the story.

7   Save work; and when your teacher is happy with what you have done, print it out.

History Lessons 3
Roman Bath House Rules

Learning Objectives	Students should learn to: • select and record information about Roman ways of life • make comparisons between their own and Roman lifestyles • ask and answer questions about what survived from the Roman settlement in Britain using appropriate historical vocabulary.
Learning Outcomes	By the end of these lessons students will have: • used reference skills to locate and talk about Roman bath houses • discussed their own experiences of modern-day swimming pools/sports centres and contrasted and compared with Roman bath houses • named the rooms in the bath house and the artefacts used in them (for example, tepidarium, strigil) • identified some bath houses that remain in Britain today.
Prior Learning	• Students will have knowledge of Roman bath houses. • They should know how to open up Microsoft Word program and how to use various presentation tools within a Word document.
NC/NLS References	**History** 2a, 4 a-b, 5a, c *See also QCA Unit 6A* **NLS** Year3 Term 2 Targets12, 14 and 16 **English** EN3 Writing 9b **PSHE** 3g
ICT Capabilities	Students will: • work between two documents • combine text and graphics • collect and present information • use formatting skills • research using the Internet and CD Roms.
Resources	Kar2ouche Romans Content Library Reference materials (books, CD Rom, Internet) History Sheet 3.1 *Roman Bath Houses: Finding A Starting Point* Microsoft Word and Draw program (Example, Colour Magic)

Activities

Introduction

1   Brainstorm with children ideas or information on Roman bath houses. In groups, or as a whole class, collect information to go on History Sheet 3.1.
   • What we know about bath houses
   • What we think we know
   • What we would like to find out.

2   Using secondary sources (books, CD-Roms and Internet) find out as much as possible about Roman baths and bathing procedures.

Development

3   Students will create a poster of bath house rules for display in the classroom. To do this they will need to:
   • open Kar2ouche Romans
   • click onto background icon and select the frigidarium or other scene from bath house
   • select the male landowner in bathing costume and add him to background on composition window
   • use character, layers, props and backgrounds to create a scene of Romans at leisure in bath house (use scale and rotation as required).

   Instructions are provided on History Sheet 3.2 *Roman Bath House Rules*.

4   Once students are happy with their picture, they should copy this frame into a Word document, by clicking on the copy button attached to the composition window. They should then minimize the Kar2ouche application by clicking on the minimize button at lower right of storyboard row. Next, they should open Word. Left click where they want the copy of the frame to appear. Right click and select paste. The copy of the frame (picture) should appear.

5   Underneath the picture, students should list the Roman bathing rules, referring to the research they have carried out before and at the start of this lesson. Those who are able should change the font size, use bullet points, etc to make the poster attractive. The size of the picture can be increased or decreased as appropriate to the poster by dragging the boxes at the corners of the picture.

6   Print out poster of bath house rules.

Plenary

7   Pairs and individuals feedback to class. Did everyone come up with similar information? Discuss similarities to modern-day swimming pools/sports centres.

Suggested Homework/Extension:

8   Using Draw program and Word (or pictures copied from the Internet) create a similar poster for swimming pool rules today.

9   Compare and contrast bath house rules and activities for then and now.

10 Using research materials, ask and answer questions about what survived from the Roman settlement in Britain (for example, existing Roman baths).

History Sheet 3.1

Roman Bath Houses: Finding a Starting Point

What we already know about Roman Bath Houses

What we think we know about Roman Bath Houses

What we would like to find out about Roman Bath Houses

History Sheet 3.2

Roman Bath House Rules

You are going to create a poster of bath house rules for display.

1   To do this you need to:
   - open Kar2ouche
   - click on the background icon and select the frigidarium or other scene from bath house
   - select the male landowner in bathing costume and add him to background
   - use character, layers, props and backgrounds to create scene of Roman at leisure in bath house.

2   Once you are happy with your picture, copy this frame into a Word document.
   - Click on the copy button attached to the composition window.
   - Minimize Kar2ouche by clicking on the minimize button at the lower right of storyboard row.
   - Open Word. Left click where you want your picture. Right click and select paste.

3   Underneath the picture, list the Roman bathing rules.

4   If you can, make the poster as attractive and clear to read as possible by changing the font and font size, using bullet points and borders.

5   If you need to change the size of your picture, drag the boxes at the corners.

6   Print out your poster of bath house rules.

History Lessons 4
Facts about Roman Villas

Learning Objectives	Students should learn to: • select and record information about the Roman way of life • communicate knowledge and understanding about Roman villas through use of ICT • use ICT skills to present their findings.
Learning Outcomes	By the end of these lessons students will have: • selected information about the Romans from a range of sources • used Kar2ouche to select backgrounds and labelled relevant features • identified important features of a Roman villa and used appropriate vocabulary to label them.
Prior Learning	• Students will have had previous discussions about Roman housing. • They might have some experience of using Kar2ouche, in particular using backgrounds and working within them.
NC/NLS References	**History** 2a, 4a, b 5c *Refer also to QCA Unit 6A*
Resources	Books about Roman housing Kar2ouche Romans Content Library

Activities

Introduction

1 Discuss Roman dwellings with students, in particular explore with them the external features of Roman houses.

2 Explain that the task they will be doing includes identifying and labelling external features of a Roman villa.

Development

3 In pairs, students should open Kar2ouche and, using the quick palette option, choose from the selection of backgrounds the appropriate backgrounds that show the external views of the villa (approximately three).

4 Students should scan the background and choose the 4-6 features that they think are the most important features of the building. They should attach a text box to each feature, ready to add a label. Using various sources, students should then find the names of the features they have identified and type these into the caption frame below the picture.

5 They can then give, or mail, their storyboard frame to another pair, who try to match the words in the caption frame to the items with text boxes attached. They should drag the words from the caption frame into the text box.

6 Pairs should then mark each other's and move on to the building materials. These can be listed in the caption window; for example, roof = slate, and so forth.

7 If there is time, students could create another one or two quiz frames for different backgrounds and ask other pairs to identify features.

Plenary

8 Pairs work on completing frames prepared by other pairs. These can be shown as a presentation and the pair who created the frames can say whether the others have got the labels right or not.

Suggested Homework/Extension

9 Enter the Venus Room, there are some interesting things in here. Create a virtual tour and find artefacts to label. Try using the presentation button to create an animated sequence. Use the record feature to record students' own commentaries.

History Sheet 4.1

Roman Villas

(a) Designing a Quiz

1   Open Kar2ouche and choose from the backgrounds that show the external views of a Roman villa (there are about three).

2   Scan the background and choose the 4-6 features that you think are most important or interesting. Attach a text box to each feature ready for another pair to add a label.

3   Using the various resources in your classroom, find the names of the features you have chosen and type these into the caption frame below your picture.

4   Now, swap your storyboard frames with another pair. They should try to match the words in the caption frame to the items with the text boxes attached. At the same time, you should try to label the items in the frame they have created for you.

5   Now, mark each other's frame and move on. Delete the words already in the caption window and add a list of the building materials you think have been used, for example, roof = slate.

6   If you have time, create another one or two quiz frames for other students to label.

History Sheet 4.1: Roman Villas continued

(b) If you have time …

1   Enter the Venus Room. There are some interesting things in here. Create a guided tour and find artefacts to label.

2   Try copying frames to create an animated sequence. Each frame will need to be about 0.5 seconds long.

3   Use the record button to record your own commentary. When you have finished, present to the class.

History Lessons 5
Roman Clothing – Rich Versus Poor

Learning Objectives	Students should learn to: • make comparisons between rich and poor lifestyles during the Roman period • observe Roman clothing in detail and make inferences and deductions • use ICT skills to make comparisons with both picture and text.
Learning Outcomes	By the end of these lessons, students will have: • suggested similarities and differences between the clothing of rich and poor Romans • created a brief animated fashion show using ICT skills • made inferences and deductions about the lifestyles of the rich and poor using clothing as a starting point.
Prior Learning	• Students will have knowledge of Roman social hierarchy. • They will have started to discuss clothing as a status symbol. • They should have some awareness of the fabrics and materials that would have been available to Romans.
NC/NLS References	**History** 2a, 4a, b, 5c *Refer also to QCA Unit 6A* **NLS** Year 4 Term 2 Target 23 **English** EN1 Speaking and Listening 1c and e, 3a
Resources	Images of Roman people in clothing Kar2ouche Roman Content Library

Activities

Introduction

1 Begin by talking a little about the clothes that children, models, film and pop stars wear. Ask how they might be similar and different, and about how clothes can show someone's status (labels, designers, fabrics).

2 Explain that the students will be looking in detail at the clothes the Romans wore.

3 Talk about what they have seen so far and about the fabrics and materials that the Romans would have had available to them.

Development

4   Students should open Kar2ouche and go to the character tab. If they click twice on the quick palette icon, it will reveal more characters. Students should scroll through and study them carefully by dragging them onto the blank composition window. They can use this exercise to practise manipulating a character by:

  • moving the cursor onto a character and right clicking to reveal the manipulator tool

  • using the pose, scale and rotate options.

5   Having looked at the characters, students should separate them into rich and poor by appearance. Explain that they are being asked to organise a Roman fashion show. Half the class should take the rich characters (Group A), the other half (Group B) the poorer characters.

6   Once put into Group A or B, pairs of students choose the 3-6 characters from their group that they wish to enter the fashion show. They should then:

  • take one of the chosen characters (rich or poor) and drag and drop them one at a time into a composition window

  • change the window colour by clicking onto the layers icon and choosing a colour and shade from the colour wheel

  • create about three frames per character walking from the back of the composition window to the front and giving a twirl

  • record voice-over describing the clothes that the character is wearing – for example, *Here we have Maximus sporting this season's fashionable toga. It is made of …* Students might also want to add music at this point.

7   Repeat with other characters. (Alternatively, if time is limited, pairs of students could be allocated just one character each.)

Plenary

8   Go into presentation by clicking on the presentation tab and play.

Suggested Extension/Homework

9   Students could create a newspaper supplement - describing the Fashion Event of the Year - using frames from the composite fashion shows that they have presented.

10 Select and print out frames.
- Click on utilities button at bottom of page.
- Select appropriate option by clicking on landscape or portrait and number of frames required.
- Drag the best frames into the selected page then add descriptive text. Students might like to make up Roman-style names of designers. Students, who are able, should try to find out what materials/fabrics would have been used to make each outfit and where these materials came from. They could also research any fashion influences during the Roman period (jewellery, hairstyles). They should also link clothing to lifestyles in terms of fabric and design, for example, wool tunic for manual work.
- When ready, students can press the print icon and the pictures along with any accompanying text will appear.

11 Together, look at the range of printouts and compile a list of similarities between the clothing styles of the rich and poor.

English Lessons

English Lessons 1
What Happens Next?

Learning Objectives	Students should learn to: • plan, note and develop initial ideas • plan work for a specific audience • develop ideas from a plan into a structured written text • review, modify and evaluate the work as it progresses, considering the effect it has on others.
Learning Outcomes	By the end of these lessons students will have: • used their plans as a tool to produce a finished storyboard including text written for their peers • compared their storyboards to the original story recognising that they may appeal to different audiences.
Prior Learning	• Students should have knowledge of *The Sussex Horde* story. • It is likely they will know how to use Kar2ouche.
NC/NLS References	**English** EN2 Reading 2a, c and d, 3a; EN3 Writing 2 a-f **ICT** 2a, 3b
Resources	English Sheet 1.1 and 1.2 *Story Planning* OHP/poster

Activities   **Introduction**

1   Students should open Kar2ouche and revisit *The Sussex Horde* story. Discuss the epilogue. Explain 'epilogue' as closing part of text usually saying something about what happened next. Inform students that they are going to write the follow-up to the story. Tell them they are going to be Flavius Maximus going back to collect his horde (around ten years later). Talk through the ideas they come up with and list the characters that could be involved in a follow-up story, for example, Flavius, his servant and so forth. Explain that this will be written up as a storyboard with text below.

2   Those who are able should think about the particular audience for their story. If it is likely to be their peers, they may want to make it a little more light-hearted than the original and might like to use something like Scholastic's *Horrible Histories* by Terry Deary as a model.

Development

3   In pairs, open Kar2ouche.

4   Using the worksheet and the opened program students should fill in the top section of the planning sheet. At this stage they will need to make a list of the backgrounds, characters and props they will want to use when the story is presented.

5   They then plan their story. (The computers are not necessarily required for this.)

6   Looking at their plans, students should decide on number of storyboard frames needed for their stories. As a rough estimate, this is likely to be 4-6.

7   Students then create their storyboards using skills learned in previous lessons. Paragraphs of their stories should be typed into the caption window and then illustrated in the composition window. They should be reminded to use backgrounds, characters, props, text, speech bubbles, etc. Speech and thought bubbles could be used to add humour.

8   If there is time, students can record their voices reading the narrative and/or speech included in the frames.

Plenary

9   Play storyboards to another pair and work on suggested improvements.

10 Print out for marking.

Suggested Homework/Extension

11 The children may wish to give their storyboard a title. They can do this on the computer by copying their work from Kar2ouche and pasting it into a Word document.

English Sheet 1.1

Story Planning

Title of story	

Story Plan

Beginning

Middle

Paragraph A	**Paragraph B**

End

English Sheet 1.1: Story Planning continued

Kar2ouche requirements

Background	Background	Background
Characters	**Characters**	**Characters**
Props	**Props**	**Props**

Anything Else? Sound Effects ... etc

English Sheet 1.1: Story Planning continued

English Sheet 1.2

Story Planning

Title of story	

Story Plan – paragraphs

a (beginning)	b	c

d	e	f

g	h	i

		End

English Sheet 1.2: Story Planning continued

Kar2ouche requirements

Background	Background	Background
Characters	**Characters**	**Characters**
Props	**Props**	**Props**

Anything Else? Sound Effects ... etc

English Lessons 2
Roman Super Sentences

Learning Objectives	Students should learn to: • understand the importance of making a sentence interesting • adapt the features of writing, drawing on their knowledge of language structure • focus on the creative use of language and how it interests the reader.
Learning Outcomes	By the end of these lessons, students will have: • identified interesting and meaningful sentences • created well-structured sentences involving understanding of grammar • recognised successful super sentences and explained why they are 'super'.
Prior Learning	• Students will need some previous knowledge of sentence construction and terminology, for instance, clause, sub-clause and so forth. • They should have some awareness of the Roman language, spoken and written, and how it may differ from today.
NC References	**ICT** 3a **English** EN2 Reading 4a and b; EN3 Writing 1a-c, 7a-c
Resources	• Kar2ouche Content Library • English Sheet 2.1: *Super Sentences* • Dictionary and Thesaurus

Activities

Introduction

1   Open Kar2ouche and go into *The Sussex Horde* story. Explain that students are going to be given an unexciting sentence from the story and that they have to improve it using describing words etc.

2   Teacher reads out the sentence (see English Sheets 2.1 and 2.2 *Super Sentences* listing suggestions). An example of a sentence requiring improvement is: 'June was hot.' Students may respond with the suggestion: 'The month of June was boiling hot.'

3   Refer children to Chapter 1 of the story and ask if they can locate a similar descriptive sentence within this section. They should find: 'The last month of June has been untypically hot …' They could use the search facility to look for June.

Development

4   Students work down the English Sheets 2.1 or 2.2 *Super Sentences* (allocated according to ability) adding interesting vocabulary/language in the manner of the fictional Roman telling the story of *The Sussex Horde*. Remind students to write super sentences using adverbs, adjectives, pronouns, clauses and sub-clauses. They should think about vocabulary and grammar and use a dictionary and thesaurus as necessary.

5   Students can then locate the relevant sentences in *The Sussex Horde* story and drag them into the caption window. They should repeat this until they have found all the sentences. Underneath each sentence found, they should write their version of the 'super sentences'.

6   Students should choose the three sentences they like best and illustrate with Kar2ouche storyboard frames ready for a display of 'Super Sentences'.

Plenary

7   In pairs they should compare and contrast what the writer has produced with their own versions and say which bits of each they prefer and why.

8   Finally, they should think about how many adjectives/adverbs, etc they used. Discuss whether a longer sentence makes writing more interesting/meaningful. Think also, about where short sharp sentences might be effective. It may be worth adding a word of warning that too many long sentences can be as boring as too many brief ones and that students should aim for balance.

Suggested Homework/Extension

9   Students may be asked to revisit *The Sussex Horde* story to select some more sentences that they feel another pair of students could turn into 'super sentences'. They can copy these into a Word document and create a worksheet to challenge others.

English Sheet 2.1

Super Sentences

Read the sentences. Write an improved version in the space below. Try to make your sentence lively for your reader by adding some description.

June was hot.

It was getting dark.

The Saxons were dangerous.

I watched a shoemaker.

Everyone cheered.

English Sheet 2.2

Super Sentences

Read the sentences. Write an improved version in the space below. Try to make your sentence more vivid for your reader by adding adjectives, adverbs and clauses.

June was hot.

I was worried.

It was getting dark.

Super Sentences continued

The Saxons were dangerous and greedy.

I watched a shoemaker.

Everyone cheered.

We knew we should leave.

English Lessons 3
What Can Artefacts Tell Us About The Romans?

Learning Objectives	Students should learn to: • observe artefacts in detail • record information about objects accurately • answer and pose questions about the past by looking at evidence.
Learning Outcomes	By the end of these lessons students will have: • systematically observed and explored artefacts • behaved like historical detectives and presented findings • made inferences and deductions from evidence observed and used appropriate descriptive vocabulary to do this.
Prior Learning	• It would be useful if students had some experience of handling artefacts, including asking and posing questions related to them. • Students should have had practice in describing an artefact as a word picture.
NC References	**English** EN1 Speaking and Listening 1 a-f; EN2 Reading 3 a-e, 5 a and b; EN3 Writing 1 a-c, 2 b-e, 9 b and c, 10 **History** 1b, 4 a-b, 5 a-c **ICT** 1a, 3a
Resources	Kar2ouche Romans Content Library Additional artefacts Resource books (from reading list as appropriate) OHP or data projector and computer English Sheet 3.1 *Roman Artefacts*

Activities

Introduction

1   Show a modern (or Roman) artefact to students – either real or illustrated in a book. Encourage them to answer questions about the artefact using an OHP or data projector showing English Sheet 3.1 *Roman Artefacts* as guidance.

Development

2   Working in pairs, students should open Kar2ouche and scroll through the props. They should select the prop that they feel will be easy to describe under the worksheet headings. Having selected an artefact, they should drag and drop it into the composition window. To make it easy to explore they should:
  * resize the prop by right clicking, selecting the resize option, holding down the left button and dragging forward to make larger or back to make smaller
  * rotate the prop/artefact so that it can be observed from a variety of angles by right clicking and selecting the left or right rotation arrow.

3   Students should complete the worksheet answering the various question posed. Having made notes in the middle column, they should write a sentence on each aspect as if for an auctionhouse catalogue. This description can be typed into the caption window beneath their picture of a prop/artefact. If students have time, they can record their voices trying to talk about the artefact in a way that would persuade people to buy. You may want to supply students with a list of useful words, for example, unique, precious, or valuable. Alternatively, they could brainstorm a list together.

Plenary

4   Students present their prop/artefact as if they were selling it at an auction, giving a series of facts and trying to persuade others to buy it. Students may want to list the three artefacts they would buy, if they could, along with their reasons.

5   Students should print out their page for a class catalogue.

Suggested Homework/Extension

6   Using Kar2ouche students create a scene including appropriate backgrounds and characters, to show the prop/artefact they have chosen being used in its Roman context.

English Sheet 3.1

Roman Artefacts

Questions	Points observed notes	Description of artefact (descriptive sentence)
What does it look and feel like (Physical features)? Try to include colour, feel, smell, material, decoration and other observable detail.		
How is it made (Construction)? Try to include handmade, machine made, moulded or built in pieces.		

Roman Artefacts continued

Questions	Points observed notes	Description of artefact (descriptive sentence)
What was it made for (Function)? Try to include, what it was used for, by whom, and whether its use changed over time.		
What is it worth (Value)? Try to include its value to the maker, user and owner.		
Other Comments.		

Literacy Lessons

Literacy Lessons 1
Character Portraits of Romulus and Remus

Learning Objectives	Students should learn to: • compile and make comparisons between two Roman characters • use inference and deduction • practise note-taking and making.
Learning Outcomes	By the end of these lessons students will have: • produced character portraits of Romulus and Remus • justified their reasons for character portrayal (citing references) • used effective note-taking strategies as tools to produce a finished piece of work.
Prior Learning	• Students should have read a couple of versions of the Romulus and Remus story. • It would be useful if students had done some work on character analysis. • Students should have looked at some resources explaining what it was like to be a Roman child.
Resources	• Kar2ouche Roman Content Library • Word processing program • OHP or data projector and computer • Literacy Sheet 1.1 • Versions of Romulus and Remus story • Information on life of Roman children
NLS References	Year 3 Term 2 Targets 8 and 17; Term 3 Target 5 Year 4 Term 1 Targets 2 and 11; Term 2 Target 2; Term 3 Targets 1, 8, 11 and 12 Year 5 Term 3 Target 7 Year 6 Term 1 Target 11
NC References	**English** EN2 Reading 3 a-c; EN3 Writing 2a and b, 9a and d **PSHE** 1a, 2e, 4b and d, 5g
ICT Capabilities	Research famous characters/stories on the Internet or CD-Roms.

Activities

Introduction

1 Students should be given various versions of Romulus and Remus to read, based on reading ability, and told that they are going to be working on the two boys' characters. Those who have most difficulty reading could listen to the brief recording in Kar2ouche and follow the text.

2 When they have read the stories, students should brainstorm the characters of Romulus and Remus under specific headings as outlined on Literacy Sheet 1.1 *Character Study – Romulus or Remus*. Those students who are most able should make notes on all three sections of the sheet, whereas others can be told to work on just A or A and B. Record ideas on OHP, computer, board or A3 paper. Explain that they are going to build up character portraits of the twins Romulus and Remus and make comparisons between the two.

Development

3 Divide the class into two groups A and B. Group A should find out about Romulus whereas Group B should research Remus. Both groups should make notes of their findings and write down the details of the versions they read.

4 In pairs, students open Kar2ouche and go to the text/audio version of the Romulus and Remus story. Re-read or listen to the story using the audio. Students should think about what more they have learnt about the two characters from their additional reading.

5 Students drag either Romulus or Remus into the composition window (according to whether they are Group A or B). If necessary, they should enlarge the character. By dragging in the same character into the composition window they can show a front and back view, or different poses representing different aspects of his character. They should then copy the picture into a Word document.

6 Below, or beside their picture, students should list facts about the character under the headings suggested on Literacy Sheet 1.1 *Character Study – Romulus or Remus*. Students will be able to get some ideas from the Kar2ouche version but will need other texts to provide sufficient detail to work through all sections of the sheet. Remind students that where they can they should refer to the text to justify their opinions.

Plenary

7   Pairs of students in Group A should present their character descriptions to each other and compare what they have found. They can then amend and improve their own versions. Students in Group B should do the same. When improvements have been made students can print out their versions (with their names on) for marking.

8   At the start of the next lesson you could read out a couple of descriptions and see if students can identify whether you are describing Romulus or Remus. If necessary, discuss whether or not this was difficult and why. For example, some students will have read less detailed accounts in which the characters may have appeared a little bland.

Suggested Extension/Homework

9   Ask students to think more deeply about the characters of Romulus and Remus and try to empathise with them as boys. Tell them to read some extracts about the lives of Roman children so that they can use this information to speculate about their likes and dislikes, hopes, fears, games. They should then write a paragraph as one of the boys explaining what life was like.

10 Alternatively, Romulus could tell the story of Remus from his point of view, whilst Remus could tell the story of Romulus. Students should write in character expressing their opinions of their brother's behaviour. Use this as a stimulus to explore the differences between biography and autobiography, as well as first and third person narratives.

Literacy Sheet 1.1

Character Study – Romulus or Remus

Read the story of Romulus and Remus and/or listen to the audiofile in Kar2ouche.

Your teacher will tell you whether you should work on Romulus or Remus.

Section A

For the character you have been given, make notes to answer the following questions. Where you can, use details from the stories you have read to back up your ideas.

1   What is the name of the character you are exploring?

2   Where did he live (and roughly when)?

3   What happened to him when he was a child?

4   What did he do as an adult?

5   Do you like this character? Why?

Literacy Sheet 1.1: Character Study – Romulus or Remus continued

Section B

If you finish these questions, you might also like to make notes on the following.

1   Make a list of your character's feelings at important points in his story?

2   What do you think of your character's behaviour at these points?

3   What do other characters think of him (if you can, say who and why)?

4   Explain why you think the brothers fought and the advice you would give them to help avoid the death of Remus.

Section C

Write a different ending to the story in which both boys stay alive. Show how they reached agreement over the land. Include a new name for the city or cities they create.

Literacy Lessons 2
Boys Raised by Wolf - Exclusive

Learning Objectives	Students should learn to: • create a newspaper report considering layout, voice, level of formality and organisation of article • adapt the features of their writing for a specific audience • use ICT to draft and lay out reports and edit stories to fit into a given space • organise their article into columns and paragraphs • consider the rules upon which societies are founded.
Learning Outcomes	By the end of these lessons students will have: • created an appropriately-structured newspaper report based on the Romulus and Remus story • successfully targeted their reader • produced a report in the style of a newspaper article.
Prior Learning	It would be useful if students have looked at newspaper reports, both tabloid and broadsheet, and studied layouts, headlines and font size. Students should have read different versions of the Romulus and Remus story.
Resources	Kar2ouche Romans Content Library Microsoft Publisher or other DTP package Word Literacy Sheet 2.1 *Romulus and Remus Make Headline News*
NLS References	Year 3 Term 2 Targets 9 and 10 Year 4 Term 1 Targets 20 and 24 Year 5 Term 3 Targets 12 and 13 Year 6 Term 2 Targets 15 and 16
NC References	**English** EN2 Reading 3f **PSHE** 2b, g, k, 4f

Activities

Introduction

1   Explain that the children are Roman journalists reporting the story of Romulus and Remus as if for the front page of a newspaper. Discuss the angles that could be taken, for example, sensational (tabloid) or more serious and factual (broadsheet).

2   Students could interview each other in the roles of the characters involved in the stories and make a note of key quotations to be included in their reports. Discuss with students the difference between fact and opinion and explain that many newspaper stories include a combination of both.

Development

3   Students will need to open Kar2ouche and revisit the Romulus and Remus story (audio). Having listened to this story, which is very brief, they should minimize Kar2ouche then decide on the angle/focus of the story they will write. For instance, as reporters, will they favour one of the brothers? They could explore what they think they would have to write as a Roman reporter to keep Romulus their leader happy and what might happen to them if they were to write a critical piece.

4   Using Word, students should begin to draft their newspaper report and save it. In pairs, they can read and revise before copying into Publisher (using Newspaper Template). At this point students may want to make more changes based on the template; for example, headline, sub-headings, editorial, quotations from witnesses, and so forth. Again, remind students of the part opinion plays in many newspaper features.

5   When students are happy with what they have written, they should maximise Kar2ouche; and using a background, characters and props, create an appropriate picture to complement their story. To copy this into their report they should click on copy, minimize Kar2ouche, and then paste. They should then add a caption. Students may want to repeat this for a second picture.

6   Print out reports and display.

Plenary

7   Compare the various newspaper reports. Discuss whether everyone took the same viewpoint or not and why this might be the case.

Suggested Extension/Homework

8   In small groups, students should discuss what else they could add to their front-page; for instance, adverts, and other Roman articles.

9   Students could be asked to write the article for the following day as more of the story becomes apparent. They could also write public responses to the story in the form of letters to the newspaper or editorial comment.

PSHE   In thinking about the formation of a new city, this might be an opportune moment for students to think about issues to do with Citizenship. The group could be told that, given the violent start to the city, Romulus is keen to establish a responsible, law-abiding and stable society. They could consider whether Romulus is likely to introduce a democratic governing body or not and explain why. In the roles of wise advisors, pairs (or small groups) of students should draw up a list of rules and laws. These laws should take into account the fact that the inhabitants of this new city are likely to come from a number of neighbouring states and countries. When the list of laws is drawn up, the groups should think of a good motto for the people of Rome.

Literacy Lesson 2.1

Romulus and Remus Make Headline News

Planning Your Newspaper Story:

1   Decide whether you want to write a sensational or more factual story – tabloid or broadsheet (if you don't know, find out what these words mean).

2   Decide which bit of the story you want to write. For example, it might be where the young boys are found in the care of wolves, or it might be about the fight between them.

3   Plan your headline (remember this will depend on the focus of your story – sensational or serious). Examples could include:
    - Brothers Argue Over Rights Of Ownership
    - Boys Bash It Out!
    - Romulus - My Story - Exclusive!
    - Remus - The Day I only saw 6 vultures
    - The Day Our City of Rome Was Named
    - Double Trouble

Literacy Lesson 2.1: Romulus and Remus Make Headline News continued

Now draft your story.

4   Begin with a brief paragraph that summarises what the story will be about. Now think about:

- how to begin to catch your reader's attention
- the stages of the story, for the middle section – aim for lots of short paragraphs
- how to end in a dramatic way.

5   Try to include the following features found in newspaper stories. Use this list to check your draft.

- Headline □
- Summary opening paragraph □
- Short paragraphs □
- Sub-headings □
- Quotations from characters involved □
- Editorial comment or opinion □
- Pictures □
- Caption to picture □

Literacy Lesson 2.1: Romulus and Remus Make Headline News continued

Newspaper layout suggestion

Newspaper title

Newspaper crest

ROME HERALD

Monday, 6ᵗʰ November around 750 BC

Date

Senator in Sensational Scandal

Headline

Opening summary paragraph

Amazing news just broken. Our beloved leader Romulus may be responsible for the death of his brother. What's more, rumour has it that he was raised by a wolf!

Story (short paragraphs)

Yesterday morning an elderly she-wolf made her way into our offices here on the edge of Rome. When asked what she wanted, she said that she had some information to give before she died. 'It's about Senator Romulus,' she gasped.

Witness quotation

… xxxxx xxxxxx xxxx xxxxx xxxxxxx. Xxxx xxxxxx xxx xxxxx, xxxxxxxxxx xxx xx. Xxxxxxxxxx xxx xxxxx, xxx xxx xx. Xxxxxxxxxx xxx

Death of Brother Horror
Xxx xxxxx, xxx xxx xx. Xxxxxxxxxx xxx xxxxx, xxx xxx xx. Xxxxxxxxxx xxx xxxxx, xxxxxxxx xxx xx. Xxxxxxxxxx xxx xxxxxxxx, xxx xxx xx.

sub-heading

Picture

Brothers fight on hills of Rome

Caption

Xxx xxxxx, xxx xxx xx. Xxxxxxxxxx xxx xxxxx, xxx xxx xx. Xxxxxxxxxx xxx xxx xxx xxxxx xxxxx, xxx xxx xx. Xxxxx xxxxx xxx xxxxx, xxx xxx xx. X xxx xxxxxx xx xxxxx xxx xxxxx xxx xxxx xxxxx xxxxx xxx
Xxx xxxxx, xxx xxx xx. Xxxxxxxxxx xxx xxxxx, xxx xxx xx. Xxxxxxxxxx xxx xxxxx, xxx xxx xx.

Wolf Sighted in City

Xxx xxxxx, xxx xxx xx. Xxx xxxxx xx xxx xxxxx, xxxx xxxxx xxx xx. Xxxxxxx xxx xx xxxxx xxxxx xxx xxxxx, xxx xxx xx. Xxxxxxxxx xxx xxxxx, xxx xxx xx.

2 column layout

Secondary story

Literacy Lessons 3
A Day In The Life of A Roman Slave

Learning Objectives	Students should learn to: • recognise the importance of a correct sequence • sequence words and phrases according to times of day • think about the lives of people living in other places and times, and people with different values and customs • write concise sentences for journals and diaries.
Learning Outcomes	By the end of these lessons students will have: • read text for overall meaning • read with attention to sequencing words giving clues to time of day • checked work and added relevant times • written a journal/diary entry.
Prior Learning	• It would be useful if students had already completed some work on the life of servants and slaves in Roman Britain. • Students should have completed activities or reading on Roman clothes, typical days, diversity of jobs, relationships with peers and masters. • Having worked through some of the History activities, students should have some knowledge of Roman social hierarchy.
Resources	• Kar2ouche Roman Content Library • Literacy Sheets 3.1 and 3.2 *A Day in the Life of a Roman Slave* • Resources on the life of slaves • Examples of diaries, log books, journals
NLS References	Year 3 Term 2 Target 16
NC References	**English** EN 2 Reading 3a-c; EN 3 Writing f **PSHE** 4b and f, 5g
ICT Capabilities	Use of Search Engines/CD to locate information on slaves.

Activities

Introduction

1   Discuss the roles of slaves and servants in Roman society, and the differences in their positions. Explain that for the purpose of this lesson, a slave (female or male) will be undertaking general duties rather than specialised ones.

2   Introduce the sequencing task by showing an enlarged copy of Literacy Sheet 3.1/3.2 *A Day in the Life of a Roman Slave*. Explain that they are going to put the activities listed in order by cutting up the sheet and re-sequencing them.

Development

3   In pairs put sentences in order, looking for clues as to time of day. Students should be prepared to discuss the logic of their decisions.

4   Once they have rearranged the sentences, they should think about pictures (to accompany these sentences) and the times when they might have taken place.

5   Ask students to open Kar2ouche and create a storyboard to illustrate the servant's, or slave's daily activities. Students should be asked to add the time of day in a text box in the composition window. The rearranged sentences can be added to the caption windows. Those who are able should add thought bubbles to suggest what they think the slave or servant might feel about their role and explain why.

Plenary

6   Share work with class. Discuss the extent to which everyone assembled the sentences in the same order and reasons for any differences. Discuss the feelings/thoughts that the slave may have had whilst doing their tasks.

Suggested Extension/Homework

7   Look with students at old or current diaries/journals/timetables, etc and focus on the ones that are written succinctly.

8   Students should write a diary entry for the slave explaining how they spend their day; but also including their thoughts and feelings. They should use existing diaries as a model for this work

9   Change the times to Roman Numerals. Using additional research skills add extra sentences to add extra detail to the day's events. Repeat the exercise, relating to other characters in *The Sussex Horde* story, or members of Roman society.

A Day in the Life of a Roman Slave

Dig vegetables from villa garden

Retire to bed

Accompany master to important lunchtime meeting

Brush and braid Mistress' hair for daytime wear

Sweep floor and tidy up Venus Room after evening meal

Assist kitchen slaves in preparing vegetables for evening meal

A Day in the Life of a Roman Slave

Dig vegetables from villa garden

Retire to bed

Accompany master to important lunchtime meeting

Brush and braid Mistress' hair for daytime wear

Sweep floor and tidy up Venus Room after evening meal

Fetch wax tablet and stylus for Master to write message

Accompany Master to Roman Baths and look after clothes

Fetch water

Hang out Master's daytime toga before retiring to bed

Assist kitchen slaves in preparing vegetables for evening meal

Extra

Extra

Extra