



Sample Lesson Plan
The Big Bus Module: Romans



Romans

Title

Using *The Big Bus Roman Britain* to introduce aspects of Roman life.

Introduction

Roman Britain is a three-part module introducing children to aspects of Roman life. Consideration of every day objects and their modern equivalents, their place in the home and a valuable timeline help to develop historical perspective.

In this lesson

The **Equivalents** exercise is used to introduce artefacts from the Roman period, identify their modern equivalent and consider what influences may have resulted in the developments in the way the modern artefacts are designed or constructed.

Age Range: 7 - 11 years

Lesson Plan

Learning objectives

Having completed this module most children will have developed their ability to:

- Use different sources of information to help them investigate the past
- Understand the everyday lives of men, women and children of a past society
- Understand the technological advances that have influenced change in every day life.

Technical preparation

Install *The Big Bus* CD-ROM on to the computer. After a short opening sequence select the button to visit **Explorers' World**. Open the Information Booklet index and scroll through the available activities. Select **Roman Britain**.

Previous experience

Experience of viewing Roman artefacts, either through pictures in text books, on CD or through viewing real or replica objects, this will help the children gain the greatest benefit from this module. Previous discussion about everyday life in Roman times will also help the children place the objects in context.

Introducing the module

Gather the children around a large computer monitor or interactive whiteboard.

Explain to the children that finding and looking at everyday objects from the past helps us to understand what life was like for people from that time. They are going to undertake an module that will help them recognise that some aspects of life have changed greatly since Roman times, yet others are still very similar.

Direct the children's attention to the computer monitor or whiteboard then select Start the activity. Click on the Equivalents button on the left of the screen. Twelve objects at a time are presented at the bottom of the screen. Ask the children to identify a Roman object, and then show them how to click, drag and drop it into the Villa on the left of the screen. Now identify the modern equivalent ask the children how the two objects differ and how they are similar. Has the construction changed due to modern materials? Has the discovery of electricity had an effect upon how we entertain ourselves? Drag the modern item into the house on the right, then repeat the procedure with the remaining eight items on the screen. (if an incorrect decision is made, the object will be rejected from the house).

After the initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the module for themselves. The program will randomly present further selections of twelve objects at a time, with a total of sixty-eight being available for comparison.

Allow the children about 15 minutes to complete the module, and then gather them back together to discuss how they got on. How many objects, and their equivalents can they remember? Have some aspects of life changed more than others? What have been the influences causing change?

Classroom management

A single classroom computer running *The Big Bus*, using a large monitor or interactive whiteboard, is an effective whole class teaching resource. Introduce the module to the whole class before pupils break into their groups.

If you have access to a computer suite this module can be completed as a whole class lesson. If you have access to only one or two computers, pupils will need to complete the module on a rotational basis.

Duration

Each group of children will require approximately 15 minutes of computer time. The teacher introduction and follow-up time will take approximately 15 minutes and 10 minutes respectively.

Differentiation

This module can be differentiated by setting different targets for individuals or groups to identify according, the maximum being thirty-four pairs.

Curriculum Information**The National Curriculum in England for History (KS2)**

1a, 1b, 2a, 4a, 4b.

The Scotland 5-14 Guidelines for Environmental Studies

Society, Science and Technology – People in the Past: Level B, C, D.

The National Curriculum in Wales for History (KS2)

Hi1:1.1, 1.2, 2.1, 4.1, 5.1.

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