|  |  |  |  |
| --- | --- | --- | --- |
| **Session Learning Outcomes and NC links** | | | |
| **Title:** Boudica | **Related Sessions:** In conjunction with Roman Archaeology and the Roman Soldier | | |
| **Duration:** 1 hour | | **Audience:** KS2 | **Location:** Boar Cabin |
| **Main Objective:** To know how the Roman Empire influenced Celtic Britain and how Boudica led a rebellion against the Romans | | | |
| **Session Description:**  Queen Boudica enlists the help of the students to become part of her army. She tells the students about the background, how the Celts live and how life has been affected by Roman rule and why the Celts have rebelled against the Romans. She details the battles her army has won and the reason they are now on Watling Street. During the session, students look at food in Iron Age Britain and how what they eat has been affected by the Roman occupation. They also prepare to become Iceni warriors by making woad masks and learning war cries and attack moves. | | | |
| **Learning Outcomes:**   * To know about life in Iron Age Britain * To understand how Romans changed life in Britain * To know who Boudica was * To understand why Boudica rebelled against the Romans * To begin to understand what happened when Boudica and the celts rebelled * To know why Boudica is relevant to the local area | | | |
| **National Curriculum links:**  **History:**   * A local history study * The Roman Empire and its impact on Britain * British resistance, for example, Boudica * Iron Age hill forts: tribal kingdoms, farming, art and culture * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. * Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales   **Art:**   * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms   **Geography:**   * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | | |