

Julius Caesar's attempted invasion of Britain

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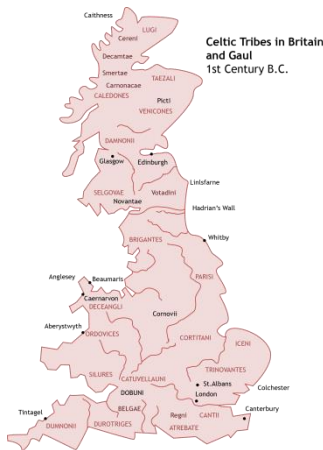
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Julius Caesar's attempted invasion of Britain 55-54BC

Below are six reasons why Caesar's attempted invasions of Britain in 55BC and 54BC were not successful. Cut them out and arrange them in a pyramid shape, in order of importance. Put the most important reason at the top of the pyramid and the three least important at the bottom.

There is no correct answer but you must be prepared to explain your thinking!

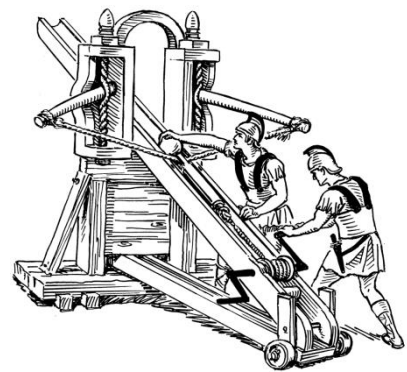
The Celts of Britain were warned that the Romans were about to invade by the Celtic tribes of Gaul.



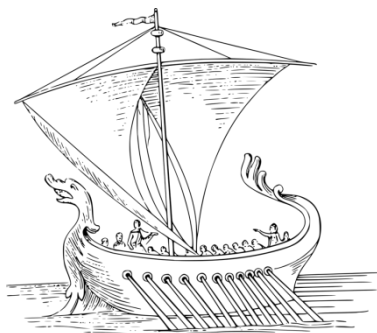
The Romans landed on a shingle (pebble) beach, rather than in a proper harbour.



The Romans had to return to Gaul to fight the tribes there, who were resisting Roman rule.



The weather in Britain was stormy, causing the Roman boats to become damaged.



Roman soldiers had to fight in the water, rather than on land as they were used to.



The Celts painted themselves with fierce war paint, in order to intimidate the Romans.



Julius Caesar's attempted invasion of Britain 55-54BC teaching notes

Introducing the topic

Share the PowerPoint with the children, in order for them to understand the events of Caesar's attempted invasions of Britain and to begin to form opinions on why those attempts were unsuccessful.

Introducing the activity

Explain to the children that historians have to learn to interpret facts about the past and that different historians will have different opinions on these facts.

Introduce the activity by explaining that children have six different facts about Caesar's attempts to invade Britain in 55BC and 54BC and that the children are to form their own opinions about which of these were the most important and relevant in determining the failure of Caesar's invasions. They are to present their cards in a triangle shape in order of importance.

Emphasise that there is no right or wrong answer but that children must be able to justify their choices, explaining their reasoning.

This activity can be stuck into books or completed as a speaking and listening exercise.

Differentiation

Less able children can be supported by working in mixed-ability pairs.

Rounding off

Ask children to share their 'pyramids', celebrating examples of children who have been able to explain their reasoning.