Mediterranean world

## Focus

Ancient Rome

## Overview

Roles of key groups in Rome

Duration – 3 lessons

## Content

Students

* describe the roles of appropriate key groups in the ancient society.

### Stage 4 outcomes

A student:

* describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4‑3
* uses evidence from sources to support historical narratives and explanations HT4‑6
* uses a range of historical terms and concepts when communicating an understanding of the past HT4‑9

### Learning across the curriculum content

* Critical and creative thinking
* Civics and citizenship
* Literacy

[History K-10 syllabus](https://syllabus.nesa.nsw.edu.au/hsie/history-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

## Learning progressions – literacy

### Writing

| Sub-element | Indicators |
| --- | --- |
| Creating texts (CrT) | CrT7, CrT8, CrT9, CrT10 |
| Grammar (GrA1)\* |  |
| Punctuation (PuN)\* |  |
| Spelling (SpG)\* |  |
| Handwriting and keyboarding (HwK)\* |  |

### Reading and viewing

| Sub-element | Indicators |
| --- | --- |
| Understanding texts (UnT) | UnT7, UnT8, UnT9 |
| Phonological awareness (PhA)Phonic knowledge and word recognition (PKW) | These are constrained skills gained in the early years of learning. There may be students who are identified as needing individual assistance with PhA and PKW in the secondary years. These students must be referred to the LaST for further intervention. |
| Fluency (FlY)\* |  |

### Speaking and listening

| Sub-element | Indicators |
| --- | --- |
| Listening (LiS) |  |
| Interacting (InT) | InT4, InT5, InT6 |
| Speaking (SpK) |  |

## Learning progressions – numeracy

### Number sense and algebra

| Sub-element | Indicators |
| --- | --- |
| Quantifying numbers (QuN) |  |
| Additive strategies (AdS) |  |
| Multiplicative strategies (MuS) |  |
| Operating with decimals (OpD) |  |
| Operating with percentages (OpP) |  |
| Understanding money (UnM) |  |
| Number patterns and algebraic thinking (NPA) |  |
| Interpreting fractions (InF) |  |
| Comparing units (CoU) |  |

### Measurement and geometry

| Sub-element | Indicators |
| --- | --- |
| Measuring time (MeT) |  |
| Positioning and locating (PoL) |  |
| Understanding geometric properties (UGP) |  |
| Understanding units of measurement (UUM) |  |

### Statistics and probability

| Sub-element | Indicators |
| --- | --- |
| Interpreting and representing data (IRD) |  |
| Understanding chance (UnC) |  |

Note – indicators for the sub-elements in red\* can be identified once work samples from students have been collected and analysed.

## Teaching and learning activities

Place students in equal groups for each of the seven social hierarchies of Ancient Rome (emperor, patricians, senators, equestrians, plebeians, freemen, slaves).

1. Research the different elements of life for the chosen hierarchy. Include: characteristics, duties, jobs, dress and privileges.
2. Design a digital presentation as a group, outlining the life of the chosen class. Present this, in groups, in a forum to share the researched information.

### Evaluate

**Formative feedback**

* Teacher observes the websites students are accessing to garner information for their task.
* Teacher observes students’ ability to interact and contribute to the group dynamic and learning.

**Summative feedback**

* Submitted digital presentation and presentation of character.

### Assessment task

The digital presentation that provides explicit descriptions of the chosen social class and the communication of researched findings.

### Linking to the learning progression indicators (observable behaviours)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Indicator | Where to next (indicator) | Suggested learning activity |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |