

# BOUDICA IN LONDON – THE FIRE!

## UNDERSTANDING THE BOUDICAN REBELLION AND ITS EFFECT ON LONDON

### Introduction activity

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Remind the pupils of the events of the Boudican rebellion as outlined in the ‘Boudica in London ordering events activity’.

If the pupils did not do this ordering activity you could use the ‘Boudican rebellion resource’ as a starting point for this lesson and discuss and re-order the events for clarity.

Ask the class to think about what the feelings and thoughts must have been of a person living in Londinium at the time of the invasion by the Iceni.

The people living in Londinium were Romans (those from the Roman Empire, not just Rome) and Britons who were living side by side. The Britons were getting used to a new life under Roman rule, perhaps enjoying new wealth and Roman influences like the bathhouses and Roman entertainment and new foodstuffs brought over from Europe.

How do the class think they must have felt? Discuss their views.

### Main part of the lesson

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Watch the video clip on the Romans in London site that shows the site of the current buildings at Number 1 Poultry.

To make it very real to the class show them the map of modern-day London and indicate where Poultry is using the ‘Where is Poultry map resource’. Pupils are therefore reminded of the relevance of this part of London’s history and the influence of Roman London today.

Next, watch as a class the video clip that shows the evidence for the burning which shows examples of the contents of the merchant’s shop. This video shows evidence of the fire that spread through London during the invasion and shows the real artefacts from the fire – burnt pottery and grains.

Discuss how this shop-keeper must have felt when his wares and his livelihood were destroyed.

Explain that you are going to split the class into 2 groups. One group is going to be the Iceni and the other group is going to be the Romans.

In their role the pupils are going to write out an argument for their actions. E.g. the Iceni to write out why they believed that the rebellion was necessary and the Romans to write out why they thought seizing the land and possessions was necessary.

Pupils can write out their arguments on slips of paper or use a forum tool within the schools learning platform to put forward their argument.

## Plenary

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Review the differing viewpoints by either reading the slips or viewing the forum.

Ask three pupils to take part in a hot-seat activity where one pupil takes on the role of an Iceni warrior, one takes the role of a Roman invader and one takes the role of a Briton who was living in Londinium and was happy to be under Roman rule.

Ask these 3 pupils to play out a discussion together putting forward their arguments. Ask other pupils to be the scribes for the hot seating session so that they keep a record of the differing viewpoints with another pupil to perhaps chair the session.