

Travelling along a road

A. Comparing roads

1. Mark out a portion of footpath one metre wide and ten metres long.
2. Mark out a portion of a British road for wagons – three metres wide and ten metres long.
3. Mark out a portion of Roman road eight metres wide and ten metres long.
4. Compare the ease of walking along the footpath and the road by having two groups of six people moving in opposite directions along them.
5. How do you think the British felt about travelling along a Roman road compared to their roads and footpaths?



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B. Marching

6. Organise a group of five people to try this marching exercise. One person call, “left, right,” while the others march in step. Once this has been achieved the person calling the orders must march in step too. Take turns at calling the orders.
7. Organise a larger group to join the smaller one and try to get everyone to walk in step. What problems do you find?



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8. Soldiers took part in route marches to move quickly from place to place. They sometimes marched at a rate of 130 metres per minute. How far can your team march in a minute? Work out a way to find out, then try it.

Teacher's sheet

Based on **pages 22 and 23** of *The Romans in Britain*

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Age range

- You may wish to use the section on roads and trying to march with years 3/4 (SP4/5).
- You may wish to use the whole of the section on marching with years 5/6 (SP6/7).

Resources

A playground, chalk, a metre rule, a stop clock, a long measuring tape.

Using the worksheet

You may begin by asking the students to imagine footpaths and roads in Britain before the Romans came. They could think about the width of them and how they might be a muddy mess after rain. They could then think of the large main roads that the Romans built and how the surfaces could be trod safely in any kind of weather. The roads were built to move the army around quickly so a consideration of marching can help the students appreciate how this was done.

Younger students

The students can see how they have to push past each other on narrow footpaths and roads but on the Roman road they can move easily and swiftly. If the students manage to march correctly a longer portion of a Roman road could be marked out and they could march along it.

Outcomes

The students can:

- Make accurate measurements.
- Compare British footpaths and roads to Roman roads.
- Work as a group to perform a marching exercise.

Older students

You may like to mark out the widths of the footpath and the roads just so the students can appreciate their dimensions and then challenge them to work as a team to march along the section of the Roman road you have marked out. If they are particularly good at marching ask them to work out a way of turning right or left. If they visit a Roman fort they

could then try and march around the buildings or the wall.

Outcomes

The students can:

- Make comparisons between different kinds of roads.
- Work as a team to perform a marching exercise.
- Devise a way of finding out how far they can march in a minute.
- Compare their marching rate with Roman soldiers on a route march.