



Triple Crossed Project  
**The Roman Banquet**  
Teachers Notes

**Resources**

Roman Banquet – stimulus page  
Nutrient group – task sheet  
Nutrient group – jigsaw recording sheet  
A balanced diet – pie chart task sheet  
What did the Romans eat? – task sheet  
Meet the Romans – Senator task sheet  
Meet the Romans – Soldier task sheet  
Meet the Romans – Laundry boy task sheet  
Meet the Romans – Child task sheet  
Smart Grid

**Support resources**

Nutrient groups – A4 jigsaw sheets x 15  
Nutrient groups – answer sheet  
A balanced diet – pie chart answer sheet  
Roman food cards x 4 A4 sheets (for use with Meet the Romans activity)

**Curriculum Links**

**New KS3 Science National Curriculum**

*Key concepts:*

1.4 – Collaboration  
a - Sharing developments and common understanding across disciplines and boundaries.

*Key processes:*

2.2 – Critical understanding of evidence  
a – Obtain, record and analyse data from a wide range of primary and secondary sources, including ICT sources, and use their findings to provide evidence for scientific explanations.

2.3 – Communication

a – Use appropriate methods, including ICT, to communicate scientific information and contribute to presentations and discussions about scientific issues.

*Range and content:*

3.3 – Organisms, behaviour and health  
c – Conception, growth, development, behaviour and health can be affected by diet, drugs and disease.  
3.4 – The environment, Earth and universe  
c – Human activity and natural processes can lead to changes in the environment

*Curriculum opportunities*

k – make links between science and other subjects and areas of the curriculum

## Objectives

### Personal Capability:

Team work: to co-operate and reach agreement with others.

### Science, History and Citizenship

- To consolidate and then apply knowledge of nutrient groups and balanced diet in a range of present-day and historical contexts.
- To understand the nature of the Roman diet and review it using modern understanding of a balanced diet.

## Success criteria

To be successful the pupils will:

- Know the major food groups and their sources and understand their importance in a balanced diet.
- Understand that balanced diets vary between groups of people depending on their lifestyles.
- Appreciate that a modern understanding of balanced diet was not available in Roman times and that this could affect people's health.
- Work as part of a team to discuss and design diets for a range of Roman citizens.

## Introducing the Overall Task

Introduce and discuss the learning objectives for the task. Emphasise that the task will involve working as a team, using modern knowledge of food groups and balanced diet to help understand the Roman diet.

### Session 1

At the start of this session use the following task to elicit pupils' existing knowledge of the five nutrient groups.

The A4 'jigsaw' pieces showing nutrient groups, main sources of the nutrients and the function of each nutrient can be copied and laminated.

Give one of the 'jigsaw' pieces to individual or pairs of pupils and allow the pupils to move round the room to find the other pieces to construct their 3 piece jigsaw.

Alternatively, this activity could be structured as a whole class discussion using the jigsaw sheets to illustrate the links involved.

The findings of the jigsaw activity can then be reviewed using the nutrient groups answer sheet. Provide the pupils with additional direct teaching and information as appropriate at this stage to consolidate their knowledge of the major nutrient groups, sources of nutrients and benefits of each nutrient group within the diet.

Move on to explore the ideas of balanced diet. Provide the pupils with the unlabelled pie chart of nutrient groups, ask groups or pairs to discuss and decide which section of the chart represents which nutrient group in the diet (as a percentage of the recommended daily intake).

Compare suggestions to the 'answer' pie chart and discuss any issues arising.

Pupils then move on to think about the Roman diet. Use the 'What did the Romans eat?' sheet. Explain that the banquet menu would be fairly typical of the food eaten by wealthy Romans. Ask the pupils to discuss the task on the sheet and then take feedback on views of the diet. Emphasise that the diet is rich in protein but probably lacking in vitamins.

Organise the pupils to work in groups of 4 to 6. Give each group a set of profile sheets for the four Roman citizens, together with a set of typical Roman foods cards. Explain that the task is to create a suitable diet for one day for each of the four people. The suggested diet can be recorded in the box on the sheet.

Review the task, asking different groups to report back on the diet they have constructed for one particular person, explaining their choice of foods and, in particular, what each food contributes to the balanced diet overall.

### **Possible homework**

Pupils could record a food diary as homework in preparation for the next session using the *My Food Diary* sheet.

## **Reviewing the Task**

Discuss with the pupils their understanding of a balanced diet, the major food groups and the role they play within the diet. What do they feel are the major differences between the Roman diet and the modern diet? What health issues could each contribute to?

Involve the pupils in reviewing the task using the assessment for learning Smart Grid.