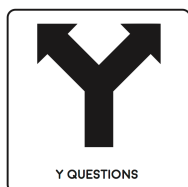


The Post-Battle Drink

The Romans generally get a good write-up in the school history curriculum, so I wanted to create something that added a bit of salt. This is particularly suited to once pupils have studied the Battle of Watling Street, more famously known as the show-down between the Romans and Boudica's Celts. Most religions have an afterlife, and a waiting area before you get there, so I combined this idea with the Battle for an imaginative scene between two soldiers in 'heaven's departure lounge'.



Find some objects from the room to represent weapons of the [Romans](#) and [Celts](#). A metre ruler and a coat serve as the trident and net, two shorter rulers are the swords. The lid of a stacker box becomes the shield and so on.

Split the class in two, Romans and Celts, with one as Boudica. Ask each pupil to choose an object and engage in a slow-motion re-enactment of the Battle. Instruct pupils to remain in slo-mo at all times, to keep everyone safe.

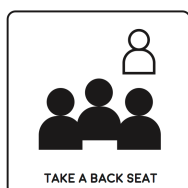
The Romans are after Boudica, the Celts are struggling to protect her. To reflect reality, plenty should end up 'dead' on each side. It should end with the Romans breaking the Celt's ranks and Boudica drinking her poison just before capture. If done accurately, the battlefield, should be one of devastation.



Continuing the theatricality, ask all pupils to rise back up to their seats, as if their characters' ghosts are floating from their bodies. Have one from each side float into the middle of the room (spontaneous, or pre-arranged) to read the script.

Once read, ask pupils to stay in character and ask for some views on the two sides. The Celts can back up Drest, the Romans can support Gallus.

Once more points for each side have been aired, let pupils show their own feelings on whether the Roman invasion justified.



This could go in a variety of directions, depending on what pupils say. From experience, there's two main routes:

1. Pupils may remain on the ethics of this particular invasion – e.g. whether long term advances justifies the short term loss of life / autonomy, or on whether the Celts could claim ownership of the land having probably invaded it themselves only 500 or so years earlier.
2. Or, they might move onto a wider discussion about when invasion is justified. When I debuted this resource with a Year 6 class, we went on to form a list of criteria for a "Just Invasion", similar to the Christian "Just War" theory (which provided the inspiration for the "Just Invasion" resource aimed at younger children).

If you do create a class list – perhaps made by groups of 4 coming up with one or two criteria each – you can use the '**Dividing Line**' (p. 11) to physically debate the merits of each one. I've seen some very lively exchanges on whether it's ethical to invade as a pre-emptive strike, or whether you must wait to be attacked first. Or whether it's invasion is justified if it aims to save innocent lives.

NEXT STEPS

If "Just Invasion" rules are created, you task them to find out about a modern invasion of their choice, and judge whether it meets the criteria.

Your school has paid for this resource, so please do not pass it on - we need to earn a living too!
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Enter GALLUS, a Roman Soldier, and DREST, a Celtic warrior, sat in heaven's departure lounge.

GALLUS Nice spearwork. Caught me quite off-guard. Good battle, that.

DREST For you, maybe. We lost, remember? Boudica took poison. Game over from then on.

GALLUS True. But I think the best side won.

DREST It's not fair.

GALLUS What do you mean? We beat you fair and square. A very good square, in fact - we're brilliant at formations.

DREST Not the battle. The invasion. The way you Romans have taken over our country. Us Celts were doing just fine before you invaded.

GALLUS *Your* country. What makes you say it was *your* country?

DREST *Is* our country, for a start. Not was. We were here before you.

GALLUS I don't think that's how it works.

DREST It's better than 'best army wins'.

GALLUS 'Best army wins' works well for us.

DREST But not for anyone else. You can't just invade a country and take it as your own. You already have a whopping great empire. Why do you need more? You've taken our land, you make us pay high taxes, and obey your laws.

GALLUS But aren't you happy with everything we have given you?

DREST Given us? Battle defeats and stinging nettles? Yeah. Thanks a bunch for that.

GALLUS We've given you far more than that. Where do you live?

DREST Londinium.

GALLUS See, even the name is ours. We're building most of it. Shops, fresh water, public toilets, sewers, central heating, roads in and out. We're teaching you how to use coins and how to read and write in Latin. I think we're improving the place.

DREST You haven't improved it for me. I'm dead.

GALLUS So am I. Still, no hard feelings. I think they're calling our flights. Enjoy The Otherworld.

DREST Thank you, enjoy Elysium. And this time, try not to invade us.