

Big Question: What was it like to live in Ancient Rome?

Year: 3		Term: Summer 1
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the topic title for this half term: 'What was it like to live in Ancient Rome?' and explain how it fits in with the whole school topic of 'Travelling and Explorers'. Explain to the children that this half term, we are going to focus on who the Ancient Roman people were and where they came from. Show the children a map of Europe and see if anyone can pick out Italy, remind them that it is the country which looks like a boot! Show the children a picture showing a typical Ancient Rome home or marketplace and ask the children to discuss what they can see in the picture. Ask the question: Who were the Romans, where did they come from and what was life like there? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	History and Geography
Travellers and Explorers Using the texts, <i>The Green Ship</i> and <i>Gulliver's Travels</i> to stimulate creative writing.	Statistics Children to understand that pictures can represent more than one number. Using this knowledge of pictograms, pupils will create their own bar graphs. Children will then learn the skill of reading and interpreting bar graphs.	To learn about Ancient Rome. Look at the lifestyle of people and what they did. Look at how Rome was governed. Look at religions and beliefs. To be able to locate Italy and Rome on a map. Use maps of the Roman Empire.
Art and Design	Design and Technology	PSHE and Citizenship
Kapow Scheme of Work <i>Sculpture and 3D</i> Abstract and Shapes	Kapow Scheme of Work <i>Structures</i> Building a castle	Jigsaw Scheme of Work Relationships
Science	RE	Computing
Forces and Magnets	2022 Newham Agreed Syllabus <i>How are symbols and sayings important in religion?</i> How did Jesus and Buddha make people stop and think?	NCCE Scheme of Work <i>Creating Media</i> Desktop Publishing
PE	Music	Spanish
Complete PE Scheme of Work Sports' Day and Capture the Flag	Project Earth Rock Composting and Making a Difference Playing the Ukulele	Spanish and British Food Children will learn and compare Spanish and British food and they will take part in a role-play at the restaurant.
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet: • The suffix –ation • The suffix –ly • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian 		

- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying and discussing themes and conventions in *and across* a wide range of writing
- Use further suffixes and understand how to add them (English Appendix 1)
- Plan their writing by: discussing and recording ideas
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Using the present perfect form of verbs in contrast to the past tense
- Using conjunctions, adverbs and prepositions to express time and cause

Working Towards	Expected	Greater Depth
I can plan and draft a letter about a journey. With support, I will edit my letter.	I can plan, draft and edit a letter about a journey. My letter will include description, conjunctions and prepositions.	I can plan, draft and edit a letter about a journey. My letter will include exciting description, a range of prepositions and conjunctions.

Maths

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Working Towards	Expected	Greater Depth
I can	I can	I can

Geography and History

History

Pupils should be taught about:

- The Roman Empire.

Geography

Locational knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Working towards	Expected	Greater depth
I can give simple descriptions of what life was like in Ancient Rome using simple historical language .	I can examine and compare artefacts and sources of information and explain what they show about Roman life. I can demonstrate an awareness of key events and people.	I can find similarities and differences between the Ancient Rome and modern life. I can discuss key events and people.

Art and Design

This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.

Working towards	Expected	Greater depth
I can explain what a sculpture is and I know that an artist who produces 3D artwork is a sculptor.	I can demonstrate a range of ways to join materials together to form a sculpture (e.g. wrapping, tying, gluing, creating tabs, slotting etc.).	I can create a 3D structure that stands on its own and I can describe its abstract meaning.

Design and Technology

1. Features of a castle
2. Designing a castle
3. Nets and structures
4. Building a castle

Working towards	Expected	Greater depth
I can design and label a simple castle.	I can describe the 3D shapes that make up my castle design and I can select a variety of materials and methods for securely assembling my castle.	I can successfully design and make a model of a castle and evaluate it based on structure, aesthetics and in comparison to the original design.

PSHE and Citizenship and Emotional Literacy/Social Skills

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. **I can describe how taking some responsibility in my family makes me feel.**

- I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.
- I know and can use some strategies for keeping myself safe. I know who to ask for help if I am worried or concerned.
- I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.
- I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.

Ensure that links to Rights Respecting Schools is made explicit in the PSHE lessons.

Working Towards	Expected	Greater Depth
I can name some examples of things I use every day that have been produced by people in other parts of the world. I know I depend on other people and other people depend on me.	I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.	I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood. I can express a sense of the responsibility we have for each other because of these connections.

Science

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Towards	Expected	Greater Depth
I can give examples of forces in everyday life. I can explain the difference between a contact and a non-contact force and can name three metals that can be made into a magnet. I can explain the difference between a magnetic and a non-magnetic material.	I can give examples of objects moving differently on different surfaces. I can explain what the poles of a magnet are and some of their properties. I can also predict what will happen when like and unlike poles of a magnet are brought together.	I can name a range of types of magnets and show how the poles attract and repel. I can plan and carry out an investigation to measure the force of a magnet using a force meter. I can explain what causes magnetic fields on the Earth and on other planets.

RE

Pupils should be taught to explore the power of stories and sayings to see how they can challenge people to think about the way they live their lives.

Working towards	Expected	Greater depth
I can use some religious words and phrases, such as <i>parable</i> to identify aspects of Jesus and Buddha's teachings. I can show awareness of how different people describe Jesus and Buddha. I can retell a story from Jesus and Buddha, and suggest a meaning for the story.	I can use a developing religious vocabulary to talk about the teachings of Jesus and the Buddha. I can retell a story from Jesus and Buddha in detail and suggest meanings. I can begin to identify the impact Jesus and Buddha have on the lives of Christians and Buddhists today.	I can use religious vocabulary to talk about what Jesus and Buddha mean to Christians and Buddhists today. I can describe some interpretations of Jesus' and the Buddha's teachings, and discuss a range of views from within a religion. I can make links between Christian and Buddhist beliefs and stories Jesus and Buddha told.

Computing

Pupils will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve pre-made documents. They will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Pupils will look at a range of page

layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

Working Towards	Expected	Greater Depth
I can describe some of the decisions a document author has to make, for example layout of text.	I can explain the reasons behind some of the decisions a document author has to make, for example describing why one layout of text is better than another and I can create my own document.	As before, and... my document contains evidence that I am able to change the background colours; add images; include word art; change text, including resizing, colours, and font types and place images appropriately on the page.

PE – Sports Day & Capture the Flag

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Working Towards	Expected	Greater Depth
I can participate in different events and recognise how to improve my performance.	I can participate in different events and recognise how to improve my performance.	I can participate in different events and recognise how to improve my performance.

Music

Project Earth Rock
Composting and Making a Difference
Playing the Ukulele

Working Towards	Expected	Greater Depth
I can recognise a ukulele and hold it correctly.	I can play identifiable chords on the ukulele.	I can play a tune on the ukulele.

Spanish

Spanish and British Food
Pupils will learn about and compare Spanish and British food and they will take part in a role-play at the restaurant.

I can listen and recognise some vocabulary I can repeat some vocabulary I can join in with some actions in songs, stories and rhymes I can recognise and copy some written words	I can listen and recognise most of vocabulary encountered and some familiar sentences I can recognise a familiar question and respond I can say a simple sentence maybe with a connective I can join in with actions of songs, stories and rhymes and say some words I can read, recognise and say aloud familiar words I can write familiar words using a model and some from memory	I can produce a simple sentence manipulating vocabulary I can say a rhyme or sing a song from memory I can explain a strategy to memorise new vocabulary I can say, read and write confidently almost all vocabulary encountered including some from memory
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Educational Visits and Visitors

- British Museum – Roman exhibition
- Visit a Buddhist Temple
- Science Museum – Forces

Sequence of Key skills/objectives/context (Key teaching points)

- Understand how historians know about Ancient Rome and know how they analyse the reliability of evidence.
- Map of where the Ancient Romans came from.
- Timeline of main events.
- Be able to retell the myth of how Rome was founded and the historical story.
- Know how Romans lived (where they worked, how they lived, what they believed, what they did in their spare time). Compare – similarities and differences – to how we live today.
- What impact the Romans had on the world – what is their legacy?

Key Vocabulary

Geography: City Continent	Country Capital city	Europe Italy Locate	Map Mediterranean Sea Rome
History:	Christianity	Italy	Romulus

Aqueduct Amphitheatre Ancient Basilica Baths Chariot	Coin Colosseum Empire Emperor Gladiator Goddesses Gods	Julius Caesar Mosaic Myth Pantheon Remus Rome	Shield Slave Soldier Standard Sword Toga Villa	
PSHE: Anxious Appreciation Celebrating Climate Communications Concerned Conflict Dangerous	Dangers Deprivation Differences Equality Family Female Food journeys Friendship Global Happiness	Hazards Inequality Interconnected Job Justice Male Men Needs Problem Solving Relationships Relieved	Respect Responsibilities Rights Risks Role Safe Safety Rules Scared Similarities Solution Stereotype	Thank you Trade Transport Unisex United Nations Unsafe Wants Win-win Women Worried
RE:				
Jesus	Christians believe that he is the son of God.			
Parables	These are made up stories that Jesus told that have a special meaning.			
Buddha	Buddhists believe he became enlightened with the truth of how the world works.			
Pharisee	A Jewish religious leader at the time of Jesus.			
Bible	The Christian holy book, believed to have messages in it from God.			
Tipitaka	The canon of Buddhist scriptures – they contain the sermons of Prince Siddhartha (The Buddha).			
Science: Aluminium x Attract Copper x	Force Iron ✓ Magnet Magnetic	Magnetic Poles Magnetise Metal Nickel ✓	North Open Push Pull	Repel South Steel ✓ Surface
Additional Information				
Evidence in the books and on display				
<ul style="list-style-type: none"> • Display of key vocabulary (e.g. Pantheon, basilica, chariot, slave, villa, standard, toga, soldier, coin, baths, Julius Caesar, mosaic, aqueduct, Empire, gladiator, Colosseum, sword, shield, amphitheatre, myth etc.). • Map of where the Romans lived. • Map of where the Romans explored. • Timeline of the main events involving the Romans. • Cartoon story of Romulus and Remus or a written story (or putting the story into the correct order). • Description of the leaders of the Romans and how their government worked. • A description of the accomplishments of the Romans (e.g. aqueducts). • A description of what the Romans liked to do in their spare time (including understanding how the baths were built and used for). • Labelled pictures of their soldiers, buildings (e.g. the colosseum) and their gods/goddesses. 				
Outcomes				
<ul style="list-style-type: none"> • The children will be able to re-tell the story of Romulus and Remus. • The children will be able to use words connected with the passing of time. • They will have handled and drawn objects from past times, and asked and answered questions about them to find out about the past. • The children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. 				

- The children will be able to compare time periods and make inferences from sources of information.
- They will be able to describe how Rome was ruled and name some of its famous rulers.
- They will be able to ask simple questions about the daily life of a Roman and talk about how reliable the sources of information about this are.
- They will be able to describe what the Romans did for fun, e.g. talking about the gladiators.
- The children will be able to list the names of the Roman Gods and talk about how they were worshipped.
- They will be able to describe what life was like in the Roman army.
- They will be able to explain how the Romans became so powerful.
- The children will be able to place the Romans in the correct chronological order on a timeline of history.

Helpful Websites

<https://www.museumoflondon.org.uk/discover/roman-london-mystery-object-quiz>
<https://www.bbc.co.uk/bitesize/topics/zwmpfg8>

Strategies for EAL learners and SEN:

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

SMSC

Spiritual	Moral	Social	Cultural
-Can you imagine what life was like in Ancient Rome and what the people there must have thought and felt as they lived their daily lives?	-How was the way the Ancient Romans behaved similar and different to life in modern Britain?	-How was the social structure of Ancient Rome similar and different to modern Britain?	-How have the roles of different people in society developed from Ancient Roman times?

FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-How was the governance of Ancient Rome similar and different to modern Britain?	-Did the Romans have individual liberty?	-Did the Romans respect and tolerate other religions and ideas?	-How have laws and rules changed or stayed the same since the Ancient Roman times?

Links to Rights Respecting Schools

Article 12 – Every child has the right to express their views, feelings and wishes in all matters.

Article 29 – Education must develop every child's talents, abilities and personality.

Links to Safeguarding

- How your lifestyle can impact on your wellbeing.

Celebrating Heritage

- Understanding how movement between countries have been happening for thousands of years.