

Big Question: What was it like when the Romans ruled Britain?

Year: 3		Term: Summer 2
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the big question for this half term: 'What was it like when the Romans ruled Britain?' and explain how it fits in with the whole school theme of 'Follow the Rules'. Explain to the children that this half term, we are going to focus on what happened when the Romans invaded Britain and the lasting impact that the Romans have had on Britain. Show the children a map of Europe with the journey/spread of the Romans highlighted – have this displayed on the working wall. Show the children a picture showing a typical Celtic settlement and a picture of a Roman soldier and ask them to talk about what they think happened when the Roman arrived. Show the children some pictures of Roman roads, buildings, walls, aqueducts etc. (display these on the working wall too). Ask the question: What impact have the Romans had on Britain? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	History
Follow the Rules Non-fictional writing around the topic of sports and games	Geometry Pupils will explore angles using mathematical vocabulary and investigation. They then compare angles to one another and describe turns using both angles and fractions.	Roman Britain
Art and Design	Design and Technology	PSHE and Citizenship
Kapow Scheme of Work Sculpture and 3D Abstract and Shapes	Kapow Scheme of Work Structures Building a castle	Jigsaw Scheme of Work Changing Me Lessons 1 (adapted) 5 (x2) 6 (x2)
Science	RE	Computing
Plants	2022 Newham Agreed Syllabus <i>How are symbols and sayings important in religion?</i> What do Sikhi sayings tell us about Sikhi beliefs?	NCCE Scheme of Work <i>Programming B</i> Events and actions in programs
PE	Music	Spanish
Complete PE Scheme of Work PE Coach: Cricket Class Teacher: Rounders	Project Earth Rock Impact of aviation and rainforests Playing the Ukulele	Traditional Toys and Games Children will learn how to describe traditional toys in detail and some basic instructions to play traditional games.
Links to the National Curriculum (what must be covered) and assessment descriptors:		
<p>English Pupils should be taught to: • 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: • More prefixes – examples and further details can be found in appendix 1</p>		

- Identifying and discussing themes and conventions in *and across* a wide range of writing
- Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Use further prefixes and understand how to add them (English Appendix 1)
- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Proof-read for spelling and punctuation errors
- Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Form nouns using prefixes (super-, anti-)
- Inverted commas to punctuate direct speech

Working towards	Expected	Greater depth
I can write a biography, in simple sentences, that includes a range of sentence types.	I can write an effective and coherent biography, using a range of sentence types and include direct speech.	I can write research and write a biography for a sports personality, that includes correctly punctuated quotations.

Maths

Pupils should be taught to:

- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Working towards	Expected	Greater depth
I can describe angles as a turn or as a property of a shape.	I am able to describe angles using fractions and identify whether they are greater than or less than a right angle.	I can compare a range of angles, describing them using mathematical vocabulary like horizontal, vertical and perpendicular.

History

Pupils should be taught about:

- The Roman Empire and its impact on Britain
- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Working towards	Expected	Greater depth
I can describe life in Britain before and after the Romans invaded.	I can use key vocabulary to describe the changes made by the Romans in Britain and describe the impact on life in Britain then and now.	I can use dates and key historical vocabulary to describe the changes made by the Romans in Britain, explain why they were made and describe the impact on life in Britain then and now.

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
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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.
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PSHE and Citizenship and Emotional Literacy/Social Skills

- I understand that in animals and humans, lots of changes happen as they grow up. I can express how I feel when I see babies or baby animals and how I might feel if I had a new baby in my family.*
- **
- I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.***
- I can identify what I am looking forward to when I am in Year 4. I can start to think about changes I will make when I am in Year 4 and know how to go about this.***

*The learning intention for this lesson has been tweaked.

** We will not be completing lesson 2-4 of this part of the scheme of work.

*** Please complete two lessons each on lessons 5 and 6.

Working towards	Expected	Greater depth
I can tell you something I like and something that worries me about the idea of growing up.	I recognise how I feel about these changes happening to me and know how to cope with these feelings.	I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings.

Science

I can identify and name the different parts of a plant and what they do.
I know what a plant needs to grow and be healthy, and how they vary from plant to plant.
I have investigated the way in which water is transported within plants.
I understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working towards	Expected	Greater depth
I can name the parts of a flower and explain what they do. I can record my findings with simple drawings, labelled diagrams and tables. I can describe how water is transported in plants.	I can name the parts of a flower and explain what they do. I can describe how water is transported in plants and can compare the effect of different factors on plant growth.	I can compare the effects of different conditions on plant growth. I can describe some of the different ways plants spread their seeds.

RE

Pupils should recap the 5ks learnt in Year 1 (exploring what they represent in a deeper way) and find out about the sayings (and their meanings) from the Guru Granth Sahib and how they impact on the daily lives of a Sikh person.

Working towards	Expected	Greater depth
I can explain the meaning of some teachings from the Guru Granth Sahib. I can make suggestions about how these teachings make a difference to the life of a Sikh person.	I can give examples of how the guidance offered in the Guru Granth Sahib influences the decisions and choices made by Sikh people and I can describe what influences my own choices and decisions.	I can justify my own thoughts and ideas about the teachings and guidance given in the Guru Granth Sahib, comparing Sikh sayings with sayings from other sources, and linking similar ideas.

Computing

Pupils will learn how to move a sprite in four directions (up, down, left, and right). They will explore movement within the context of a maze, using design to choose an appropriately sized sprite.

Working towards	Expected	Greater depth
I can choose which keys to use for actions and explain my choices and the relationship between an event and an action.	I can choose a suitable size for a character in a maze for my project and I can program movement; I can identify a way to improve a program.	I can develop my program by adding additional features and I can identify and fix bugs in a program.

PE

During their PE sessions this half term, Year 6 should practise:

Critical Thinking – their ability to evaluate information and determine appropriate response.

Leadership – their ability to motivate the group to move toward achieving a common goal.

Resilience – their ability to bounce back from adversity, failure or challenge.

Self-esteem – how they value themselves and their abilities.

Teamwork – working together to achieve a desired result.		
Working towards I can work as part of a team.	Expected I can use the knowledge and skills I have acquired to respond appropriately in a team game situation.	Greater depth I can inspire and motivate my team to achieve a common goal and encourage them to keep going.
Music Project Earth Rock Impact of aviation and rainforests Playing the Ukulele		
Working Towards I can recognise a ukulele and hold it correctly.	Expected I can play identifiable chords on the ukulele.	Greater Depth I can play a tune on the ukulele.
Spanish		
Working towards	Expected	Greater depth
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.
Possible Educational Visits and Visitors British Museum: https://www.britishmuseum.org/collection/galleries/roman-britain History off the Page: https://www.historyoffthepage.co.uk/workshops/roman-britain/ Museum of London: https://www.museumoflondon.org.uk/collections/about-our-collections/what-we-collect/roman#:~:text=The%20Roman%20collection%20includes%20over, City%20of%20London%20and%20Southwark.		
Sequence of Key skills/objectives/context (Key teaching points)		
<ul style="list-style-type: none"> • Develop an understanding of the chronology of the Roman invasion of Britain using maps. • Develop an understanding of why the Roman army was so successful. • To know who important Roman leaders were (e.g. Julius Caesar). • To learn about British resistance (e.g. Boudicca); the impact of Roman technology (e.g. roads, Hadrian's Wall), culture (e.g. music), building/decoration (e.g. mosaics) and beliefs. <p>Ask:</p> <ul style="list-style-type: none"> • What was Britain like before the Romans? • How did the Romans conquer Britain? • Why did Boudicca lead a revolt against the Romans? • How did the Romans change Britain? • Why did the Romans leave Britain? • In what ways did life in Britain remain the same after the Roman invasion? <p>See Oak Academy: https://teachers.thenational.academy/units/roman-britain-9a0e</p>		
Key Vocabulary History: ancient, aqueduct, barbarian, baths, Boudicca, Britannia, Caerwent, Celts, centurion, Christianity, Claudius, empire, emperor, fortress, general, goddesses, gods, governor, Hadrian's Wall, hypocaust, Iceni, invasion, Italy, Julius Caesar, Latin, legion, Londinium, mosaic, Picts, Roman baths, roman numerals, roads, Romanisation, Romans, Rome, settlement, shield, soldier, standard, strigil, stylus, sword, tribe, uprising, villa, warrior		

Science: photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport

Research Links (for staff)

<https://www.bbc.co.uk/programmes/p07n8nrg> - You're Dead to Me Podcast on Boudica
See also podcast episodes on Roman medicine and Julius Caesar's Rise To Power.

Evidence in the books and on display

- Display of key vocabulary
- Map of Roman Britain.
- Pictures of Roman technology – including evidence of it still be used/copied in Britain today.
- Timeline of the Roman invasion of Britain.
- Written descriptions and drawings of how the Celts lived and what happened when they rebelled against the Romans (e.g. diary entries, letters from the Romans to their families about what they saw etc.)
- Labelled pictures of their soldiers.
- Pictures of evidence explored and what each piece tells us about the Romans and what they achieved.

Outcomes

- The children will be able to describe the events of the Roman invasion in chronological order.
- 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 Britain during the Roman period was ruled and name some of its famous rulers.
- They will be able to ask simple questions about the daily life in Roman Britain and talk about how reliable the sources of information about this are.
- They will be able to describe what difference the Romans made to the life of people in Britain and how we can still see evidence of this today.
- They will be able to describe what life was like in Britain for a Roman soldier.

Helpful Websites

<https://www.youtube.com/watch?v=D-VmbxpEFAA> – Day in the life of a 10 year old in Roman Britain

<https://www.bbc.com/bitesize/topics/zqtf34j> Learner Guides

<https://www.bbc.co.uk/teach/class-clips-video/ks2-history-the-romans/zynj6rd> BBC Class Clips about the Romans

<https://www.bbc.com/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j>

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 Britain and what the people there must have thought and felt as they lived their daily lives?	-How was the way the Ancient Romans and Celts behaved similar and different to life in modern Britain?	How can we develop a greater understanding of how symbols,	-How have the roles of different people in society developed from Roman Britain times?

		stories and sayings impact the people in our community ?	
FUNDAMENTAL BRITISH VALUES			
Democracy -How was the governance of Roman Britain different to modern Britain?	Individual Liberty -Did the Celts have individual liberty?	Tolerance and Mutual Respect -Did the Celts and Romans respect and tolerate other religions and ideas?	Rule of Law -How have laws and rules changed or stayed the same since the time of Roman Britain?
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			
<ul style="list-style-type: none"> • Learning about when to, and when not to, take risks. 			
Celebrating Heritage			
<ul style="list-style-type: none"> • Learning more about the history of Britain and gaining an understanding of the importance of certain historical sites and artefacts. 			