Roman Daily Life

KNOWLEDGE

To understand Roman technology – Toilets, Buildings To know about the Roman diet - Food To know about Roman culture – Slaves, Games SKILLS

To use different 1st/2nd hand sources of evidence and identify similarities/ differences and evaluate which may be the most accurate/reliable

- To begin to identify bias

CONCEPTS

Recognise that contrasting arguments and interpretations of the past may be represented

To know that different people's varying accounts may include some form of bias or exaggeration

Science

Knowledge Pupils will be taught that sound is caused by vtravels through a medium to the ear. Pupils will be taught that pitch and volume can be changed

Skills

- Pupils will be able to raise and answer questions relating to the pitch and volume produced by an object.
- Pupils will be able to explore how sound can be blocked using different materials and draw a conclusion from this.
- Pupils will be able to carry out careful and accurate observations
- Pupils will be able to gather and record data

Pupils will be able to find patterns/ relationships between volume and pitch and the strength of vibrations Investigation

Investigate how to change pitch and sound using different instruments changing sounds (muffling, amplifying)

Sound & distance

Sound insulation

READING

Beyond The Wall Escape From Pompeii



MATHS Links to Topic Measurement Shape & Space

MATHS in General See Maths LTP 2020 -21 Follow NCETM curriculum

Spine 2: Multiplication & **Division numbers** Spine 3: Fractions

Roma Aeterna Victrix!

English

speech?

Introduce: What is a

Incubate What am I

Initiate What makes a

Innovate How can I

transform my ideas into a

Inspire How can I take my

speech from page to

passionate about?

great speech?

speech?

stage?

What did Rome ever do for us?

WRITING

Poetry focus – Who I am – Roger McCough Adventure / travel writing Writing about travelling on a journey (The Roman invasion).

Range of sentences (writing partners, check and self-evaluate). Understanding word types and how they fit into sentence writing. Developing sophistication of writing

Oracv SPEECHES/Debate

To be presented in a competition

Boudicca against the invasion, Ceasar pro?



this

INTRODUCING CEASAR

KNOWLEDGE SKILLS

accurate/reliable To begin to identify bias CONCEPTS

may be represented form of bias or exaggeration

BOUDICCA HITS BACK! KNOWLEDGE Skills History:

they'll use and how they'll present this

CONCEPTS

be represented

bias or exaggeration

WHO WERE THE ROMANS?

- Skills Geography:
- Locate key countries in Europe (Romans) Concepts:
- Understand how geographical location affect human activity (landscape, vegetation, settlement).
- Knowledge History:
- To know about the conquest of Britain by the Romans and becoming part of the Roman Empire (Julius
- Caesar/Claudius)
- Skills History:
- To plan/set up a historical enquiry identifying the evidence/resources they'll use and how they'll present
- To write a clear explanation of events, selecting and using appropriate evidence that enables them to do this with some accuracy
- To know about the conquest of Britain by the Romans and becoming part of the Roman Empire (Julius Caesar/Claudius)
- To use different 1st/2nd hand sources of evidence and identify similarities/ differences and evaluate which may be the most
- Recognise that contrasting arguments and interpretations of the past
- To know that different people's varying accounts may include some
- Understand the expansion and dissolution of Empire

- To know about the resistance and opposition from British natives (Boudicca)
- To plan/set up a historical enquiry identifying the evidence/resources
- To write a clear explanation of events, selecting and using appropriate evidence that enables them to do this with some accuracy
- Recognise that contrasting arguments and interpretations of the past may
- To know that different people's varying accounts may include some form of
- Understand the expansion and dissolution of Empire

RE

Explain the significance of special stories – Roman creation myth/Roman Gods

Use the correct terminology

Explain some ways that different religions can share common features

Reflect on significant and memorable journeys. Understand that symbolic meaning and significance can be expressed in a variety of ways. Roman festivals Make connections between their own identity and experience and that of others.

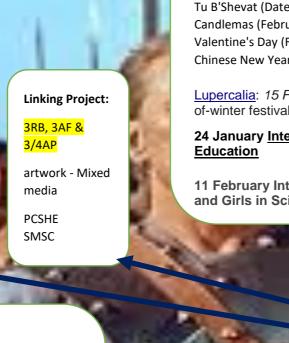
PE

Keeping fit & Healthy The Daily Milehttps://www.thedailymile.co.uk The Body Coachhttps://www.youtube.com/user/theb odycoach1 Super Movershttps://www.bbc.co.uk/teach/superm overs Active Kids Do Betterhttps://activekidsdobetter.co.uk Cosmic Kids Yogawww.cosmickids.com

Dance Athletics

Computing – Create Roman worlds/settings

- use search technologies effectively
- use sequence, selection, and repetition in programs
- use logical reasoning to explain how some simple algorithms work
- Purplemash
- Scratch
- Kodu
- Minecraft
- Office 365



Key Figures & Role Models Greta Thunberg & Will Smith



Julius Caesar & Boudicca



DT: Making a Roman chariot Measurement and shape links to Maths

Design

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],

Celebrations

Burns Night (January 25) Tu B'Shevat (Dates Vary) Candlemas (February 2) Valentine's Day (February 14) Chinese New Year

Lupercalia: 15 February - the Roman endof-winter festival

24 January International Day of

11 February International Day of Women and Girls in Science

Roma Aeterna Victrix!

What did Rome ever do for us?

Art (linked to Maths)

Skills To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.

revise line

Concepts

LESSON Feelings and colour LESSON Primary & secondary colours LESSON Tints and shades

Artists:





Geography Locate key countries in Europe

Physical geography (landscape of the Dales from caving visit & volcanic region of Italy from Romans) of a place in the UK compared with that of Europe.

(Links to Roman Empire & Caving visit).

Research & present key physical & human features of European countries (draw upon navigational language i.e. to the North of... bordered by...). Link back to Roman Empire, using a range of geographical resources such as own interpretations from maps, globes, digital mapping rather than textbooks.

Making a mosaic picture/pattern

To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. Carry on with visual elements this time focus on colour and

Pupils are taught how to use the tools that they have chosen to work with. Pupils are taught how to use tools effectively and safely.

Pupils are taught how to use sketch books purposefully.

Pupils are taught how to reflect on their own work.

Lesson Visual elements -revise line and introduce colour

Lesson The importance of colour MAYBE TWO LESSONS

Diane Cross (pottery artist from Bradford)



Anna Lambert (pottery artist from Bradford)



PERFORMING ARTS Roman songs and instruments