

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

READING
Beyond The Wall
Escape From Pompeii

English
Introduce: What is a speech?
Incubate What am I passionate about?
Initiate What makes a great speech?
Innovate How can I transform my ideas into a speech?
Inspire How can I take my speech from page to stage?

Oracy
SPEECHES/Debate
To be presented in a competition
Boudicca against the invasion, Ceasar pro?

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 Ceasar/Claudius)
Skills History:
- To plan/set up a historical enquiry identifying the evidence/resources they’ll use and how they’ll present this
- To write a clear explanation of events, selecting and using appropriate evidence that enables them to do this with some accuracy

Science Knowledge
Pupils will be taught that sound is caused by v travels 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

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!
What did Rome ever do for us?

INTRODUCING CEASAR
KNOWLEDGE
To know about the conquest of Britain by the Romans and becoming part of the Roman Empire (Julius Ceasar/Claudius)
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
Understand the expansion and dissolution of Empire

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

BOUDICCA HITS BACK!
KNOWLEDGE
To know about the resistance and opposition from British natives (Boudicca)
Skills History:
- To plan/set up a historical enquiry identifying the evidence/resources they’ll use and how they’ll present this
- To write a clear explanation of events, selecting and using appropriate evidence that enables them to do this with some accuracy
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
- 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.

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 end-of-winter festival

24 January International Day of Education

11 February International Day of Women and Girls in Science

Linking Project:

3RB, 3AF & 3/4AP

artwork - Mixed media

PCSHE
SMSC

Art

Making a mosaic picture/pattern (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.

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 revise line

Concepts

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

LESSON Feelings and colour

LESSON Primary & secondary colours

LESSON Tints and shades

Artists:

Diane Cross (pottery artist from Bradford)



Anna Lambert (pottery artist from Bradford)



**Key Figures & Role Models
Greta Thunberg & Will Smith**



Julius Caesar & Boudicca



**Roma Aeterna
Victrix!**

What did Rome ever do for us?

PE

Keeping fit & Healthy

The Daily Mile-

<https://www.thedailymile.co.uk>

The Body Coach-

<https://www.youtube.com/user/thebodycoach1>

Super Movers-

<https://www.bbc.co.uk/teach/supermovers>

Active Kids Do Better-

<https://activekidsdobetter.co.uk>

Cosmic Kids Yoga-

www.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

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],

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.

PERFORMING ARTS

Roman songs and instruments