

Caring Community

I am the child who will understand how different communities react under change and how we all have responsibilities towards one another.

Learning & Leading

I am the child who knows the leadership qualities which made the Romans a successful conquering force.

British & Global Values

I am the child who will show respect for our shared heritage and the different cultures in our community.

Wellbeing & Being Well

I am the child who understands how the Romans conquered other lands and the determination and perseverance associated with victory.

Enterprise & Effort

I am the child who can effort and enterprise needed to achieve great things.

Identity and Uniqueness

I am the child who can understand that our identity and way of life has changed over time.

Curriculum Drivers

Key Skills

Sequencing of key events using appropriate terminology e.g. BC/AD, before, during, after. Consider cultural, economic, military, political, religious and social history of this time period, considering similarities and differences between then and now.

Present information in a variety of ways through enquiry, interpretation and using sources.

To use a wide range of sources.

To understand that some events are considered to be significant in both British and world history.

Ask a range of questions about the past.

Understanding how events in the past link to our lives today.

Uses dates and terms accurately.

Forms own opinions about historical events from a range of sources.

Key Vocabulary

Caledonia – the name used for Scotland during the Roman era.
 Celts – people living in Britain.
 Emperor – the ruler of an empire.
 Iceni – the name of a tribe of Celts who lived in the East of Britain.
 Picts – tribes from Caledonia.

What do you need to know before this topic?

- Who ruled in Britain before the Romans – the Celts who lived during the Iron Age.
- How the Celts prepared for and fought their battles.

The Romans are Coming!

A History Based Topic

Sticky Knowledge

Two failed attempts were made by Julius Caesar to invade Britain in 55BC and 54BC. In 43 BC, the Romans invaded Britain.

Augustus became the first Roman emperor in 27 BC.

In 60 AD, Boudicca led the tribes to attack the Roman forces.

In 410 AD, the Romans left Britain to return to Italy.

The Romans stayed in Britain for nearly 400 years.

Boudicca was queen of the Iceni tribe.

Boudicca led a mighty rebellion against the Romans in 60AD.

The Romans Emperor Hadrian built Hadrian's Wall to keep the Picts from attacking them.

The Romans introduced good sanitation including the use of toilets.

The Romans introduced the 365 calendar along with a leap year we still use today. The names of our months are derived from Roman months – July is named after Julius Caesar and August after Emperor Augustus.

Roman roads can still be seen today.

Key Assessment Questions

- Why did the Romans want to invade Britain?
- Which years did Julius Caesar fail to invade Britain?
- What year did the Romans invade Britain and settle?
- How long did they stay?
- What is the name of the tribe that Boudicca ruled?
- What is Boudicca famous for?
- What is one of the most famous Roman landmarks that can still be seen today?
- What did the Romans introduce to Britain?
- What was Roman society like?

Writing	Maths	RE	Computing	Science	PE	Music	French	PSHE - Jigsaw
<p>Diary Entry We will look at an extract of the book, <i>Diary of a Young Slave</i>, and write our own diary entries as Roman slaves!</p> <p>Non-Chronological writing We will be putting all of our knowledge learnt about the Romans this half term into a factual, non-chronological report.</p>	<p>Properties of shapes Turns, angles, right angles in shapes, drawing accurately, horizontal/vertical and recognising both 2D and 3D shapes.</p> <p>Mass and Capacity Comparing and measuring mass and volume, adding and subtracting mass and volume, temperature.</p>	<p>How are beliefs expressed in creative ways?</p>	<p>Online Safety Databases Children will learn what a branching database is and how to create one, use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects, and create physical and on-screen branching databases.</p>	<p>Forces What is a force? Friction – investigating the friction of different materials. Magnetic materials. Magnetic poles. Separating materials – experimenting various ways to separate a mixture.</p>	<p>Rounders We will learn how to score points by striking a ball into space and running around bases. When fielding, they learn how to play in different fielding roles and develop throwing, catching and batting skills.</p>	<p>Composing a piece of music to portray walking a dog. Considering timbre of instruments, revising their understanding of crotchets, quavers and minims, building up texture and adding dynamics.</p>	<p>Months of the year, numbers 20-31, how to say when their birthday is and how to ask others when their birthday is.</p>	<p>Y3 Jigsaw – Relationships How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking ahead Please refer back to Mrs Carroll's letter from Summer 1 for more detailed information.</p>