

## Unit Planner: Did the Romans Really Rule the World? Year 3 - 7 Weeks

<p><b>Concepts:</b> Power, Heritage, Conflict, Democracy, Human Rights, Citizenship, Beliefs, Morals, Law, Leadership</p>	<p><b>Intent:</b> To understand how the Romans conquered the world. To understand the significance of the Roman Empire and why it is a key part of History. To investigate forces and magnets and understand why they are important in everyday life. To use a variety of media to create an artwork which reflects a roman landmark.</p>		
<p><b>National Curriculum Statements (Target Tracker)</b></p>	<p><b>Starter: A Roman feast - children to guess the cuisine and the country it originates.</b></p>		
<p><b>Pupils will be taught to -</b> <u>Science</u> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus).. 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. <u>Art</u> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explain what he/she likes or dislikes about their work. Explore shading, using different media. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. He/she is able to create a collage using overlapping and layering.</p>	<p><b>Subject: History</b> Can I describe life in prehistoric Britain and the changes since the Romans arrived? Can I unpick different cultures and classes within the Roman Empire? Can I analyse how the culture of Rome has influenced the World? Can I understand how the Roman Empire has influenced modern life? Can I explain the Roman invasion of Britain?</p>	<p><b>Key Vocabulary:</b> Century, Change, Colony, Conquest, Democracy, Emperor, Empire, Explorer Gods/goddesses, Myth, Legends, Prehistory, Republic, control, movement, spread</p>	
	<p><b>Subject: Geography</b> Can I locate Rome using an atlas and Google Earth? Can I use my local area to investigate Roman roads? Can I identify features of famous Roman landmarks?</p>	<p>Map, Atlas, Physical Geography, Fieldwork, Compass</p>	
	<p><b>Subject: Design &amp; Technology</b> Can I cut food accurately and safely to make a Mediterranean salad? Can I select appropriate tools for cutting? Can I say where in the world some food comes from?</p>	<p>Slice, Cut, Chop, Peel, Prepare, Knife, Chopping board, Grater</p>	
	<p><b>Subject: Science (Forces and Magnets)</b> Can I investigate how friction can affect the movement of objects on different surfaces? Can I investigate how magnets attract and repel and group objects on this attraction? Can I complete a scientific report on an investigation? <u>Magnet investigation:</u> Begin to talk about criteria for grouping, sorting and classifying and use simple keys. Begin to compare and group according to behaviour or properties, based on testing. Gather, record, and begin to classify and present data in a variety of ways to help in answering questions <u>Friction investigation:</u> Set up some simple practical enquiries, comparative and fair tests. Begin to recognise when a simple fair test is necessary and help to decide how to set it up. Begin to make some decisions about which types of enquiry will be the best way of answering questions Begin to think of more than one variable factor.</p>	<p>Push, Pull, Friction, Gravity, Attract, Repel Magnetic, Force, Magnet, North pole, South pole, Magnetic field, Iron, Steel, Cobalt</p>	
	<p><b>Subject: PSHE</b> Can I recognise opportunities to make my own choice about food/a balanced diet? Can I think about the lives of people living in other places?</p>	<p>Healthy, Unhealthy, Choices, Balance, Diet, Hygiene,</p>	
	<p><b>Subject: Art</b> Can I experiment with different effects and textures? (Colour washes) Can I experiment with a range of media? (Layering) Can I print using a variety of objects? (Roman numerals)</p>	<p>Mix, Shade, Wash, Layer, Tear, Print</p>	
	<p><b>Text types:</b> Narrative (comic strip), Character profile,</p>	<p><b>Literature:</b> Roman gods and goddesses</p>	<p><b>Maths links:</b> Telling the Time - Using Roman Numerals</p>

Create printing blocks using relief or impressed techniques.

#### Computing

Use simple search technologies.

#### DT

Understand that food has to be grown, farmed or caught in Europe and the wider world.

Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.

#### Geography

Ask and respond to geographical questions,

Analyse evidence and draw conclusions

Communicate findings in ways appropriate to the task or for the audience.

Understand and use a widening range of geographical terms e.g. specific topic vocabulary

Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.

Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features

Identify physical and human features of the locality.

Recognise there are similarities and differences between places.

Develop an awareness of how places relate to each other.

#### History

Use an increasing range of common words and phrases relating to the passing of time.

Describe memories of key events in his/her life using historical vocabulary.

Understand the changes in Britain from the Stone Age to the Roman Empire.

Understand the impact the Roman Empire had on Britain.

Place historical periods in a chronological framework.

Use a variety of resources to find out aspects of Roman life.

Look at similarities and differences between ways of life in different periods.

Understand some of the ways in which we find out about time – artefacts, diary.

Be able to ask and answer questions about key events during the period studied

Talk, draw or write about aspects of the past.

#### PSHE

Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

Consider the lives of people living in other places, and people with different values and customs

#### **Enrichment:**

Jewry Wall Museum