

Unit Planner: How did the Romans impact Britain?

Year 3 - 10 Weeks

<p>Concepts: Power, Heritage, Conflict, Democracy, Human Rights, Citizenship, Beliefs, Morals, Law, Leadership</p>	<p>Intent: To understand how the Romans invaded Britain. To understand the significance of the Roman Empire and why it is a key part of British History.</p>	
<p>Curriculum Statements</p>	<p>Starter: A Roman feast - children to guess the cuisine and the country it originates.</p>	
<p><u>History</u> Pupils should be taught to: Use an increasing range of common words and phrases relating to the passage of time. 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.</p> <p><u>Geography</u> Pupils should be taught to: Analyse evidence and draw conclusions. Use and interpret maps, globes, atlases and digital mapping to locate countries. Use basic geographical vocabulary Ask and respond to geographical questions. Use basic geographical vocabulary. Develop an awareness of how places relate to each other.</p> <p>DT Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p> <p><u>Science</u> Pupils should be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p><u>ICT</u> Pupils should be taught to: Recognise familiar forms of input and output devices and how they are used.</p>	<p>Subject: History</p>	<p>Key Vocabulary:</p>
	<p>Can I understand who the Romans were? Can I put the Roman empire onto a timeline? Can I understand what <i>invade</i> and <i>settle</i> means in relation to the Romans? Can I understand how and why the Romans invaded Britain? Can I understand who was in Britain at the time of the invasion? Can I understand what weapons were needed to win an invasion? Can I understand who Boudicca was and why she is an important figure in Roman times? Can I understand why Boudicca failed? Can I understand life in Roman Britain? (Jobs/Clothes/Daily life) Can I understand how Romans has influence modern day life in Britain?</p>	<p>Century, Change, Colony, Conquest, Democracy, Emperor, Empire, Explorer Prehistory, Republic, control, movement, spread</p>
	<p>Subject: Geography</p>	<p>Map, Atlas, Physical Geography, roads, construction,</p>
	<p>Can I identify Roman roads in Britain today? Can I research Roman construction in Britain today? Can I compare what is it like in Italy to Britain? (Weather etc.)</p>	
	<p>Subject: Design & Technology</p>	<p>Slice, Cut, Chop, Peel, Prepare, Knife, Chopping board, Grater</p>
	<p>Food Technology Can I cut food accurately and safely to make a Mediterranean salad? Can I analyse a salad I have made? Can I select appropriate tools for cutting?</p>	
	<p>Subject: Science Animals Including Humans</p>	<p>Carbohydrates, Fats, Fruit and vegetables, Protein, Milk and dairy, Vitamins, Minerals, Diet, Nutrition, Water, Muscle, Body, Skeleton, Cranium, Ribs, Clavicle, Ulna, Humeras, Phalanges, Femur, Patella, Tibia, Metatarsals, Spine, Vertebrae, Pelvis</p>
	<p>Can I understand that animals including humans need the right types of nutrition? Can I understand that they cannot make their own food? Can I understand they get nutrition from what they eat? Can I understand a healthy diet? Can I understand that humans and other animals have skeletons for support? Can I recognise some bones in the human body? Can I understand humans and animals have muscles for support, protection and movement?</p>	
	<p>Subject: PSHE</p>	<p>Healthy, Unhealthy, Choices, Balance, Diet, Hygiene,</p>
	<p>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? Can I recognise when and how to ask for help and use basic techniques for resisting pressure? Can I understand why it is important to be me? Can I identify my personal strengths, skills, achievements and interests? Can I explain why it is important to express my feelings about change? Can I understand our community's joint responsibility for the environment?</p>	
<p>Subject: Art</p>	<p>Mix, Shade, Wash, Layer, Tear, Print</p>	
<p>Roman Mosaics Can I create a replica of a roman mosaic?</p>		
<p>Subject: RE</p>		
<p>Can I understand who and what are inspiring people? Can I understand what Ghandi and Rosa Parks did to become inspirational?</p>		

<p>Make efficient use of familiar forms of input and output devices. Understand that computer networks enable the sharing of data and information.</p> <p><u>RE</u> See SACRE document</p> <p><u>Music</u> Pupils should be taught to:</p> <p>Listen with direction to a range of high quality music. Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that improvisation is when a composer makes up a tune within boundaries. Understand that composition is when a composer writes down and records a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence Develop an understanding of formal, written notation which includes crotchets and rests. Begin to listen to and recall sounds with increasing aural memory</p> <p><u>ART</u> Pupils should be taught to:</p> <p>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. Know about some of the great artists, architects and designers in history and describe their work. Explore shading, using different media. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Compare and recreate form of natural and manmade objects. He/she is able to create a collage using overlapping and layering. Create printing blocks using relief or impressed techniques.</p>	<p><u>Can I become an inspiring person?</u></p> <p>Subject: Music</p> <p><u>Can I compose music for the Roman army? (Boudicca's army)</u></p> <table border="1" data-bbox="667 103 1751 207"> <tr> <td data-bbox="667 103 1126 207">Text types:</td> <td data-bbox="1126 103 1417 207">Literature:</td> <td data-bbox="1417 103 1751 207">Everyone's Welcome Book: <i>PHSE/SRE different families</i> <i>same love/ personal space unit</i></td> </tr> </table> <p>Enrichment: Jewry Wall Museum</p>	Text types:	Literature:	Everyone's Welcome Book: <i>PHSE/SRE different families</i> <i>same love/ personal space unit</i>	<p>Maths links: Telling the Time - Using Roman Numerals</p> <p>Computing: Computing will be taught fortnightly covering the statements discretely. MFL: Completed follow school wide scheme discretely.</p>
Text types:	Literature:	Everyone's Welcome Book: <i>PHSE/SRE different families</i> <i>same love/ personal space unit</i>			

Sequence of Lessons - 1 week of: Who inspires us?

Lesson	Learning Challenge	Outcomes	Concepts
1. RE	Can I understand who and what are inspiring people? Can I understand what Ghandi and Rosa Parks did to become inspirational? - Look at Martin Luther King and Einstein (Our heroes)	Fact file on a hero	Curiosity. Choices, leadership, freedom
2. PHSE	Can I think about the lives of people living in other places, and people with different values and customs? - Relate to MLK	PSHE floor book	Democracy, Human rights
3. PHSE	Can I reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals? - Look at Jessica Ennis Hill	Discussion/ floor book	Respects
4. PHSE / RE	Can I understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment? Can I become an inspiring person?	Blooms questions	Home, law
5. Computing	Can I create a spark video about our heroes and how to inspire others?	Spark video	Diversity, belonging

Sequence of Lessons - How Did The Romans Impact Britain

Lesson	Learning Challenge	Outcomes	Concepts
1. History	WOW start to topic - hire artefacts and explore	Create curiosity questions	
2. History	Can I understand who the Romans were?	Double page	Power
3. History	Can I place them onto a time line?	Double page	
4. History	Can I understand the words 'invade' and 'settle' ?	Glossary page	Home, belonging
5. History	Can I understand why, how and when the Romans invaded Britain?	Practical / discussion	
6. History / PHSE	Can I understand the life of a Roman soldier? Can I learn about change, including transitions, loss, separation, divorce and bereavement? (PHSE Link)	Picture of soldier with thought bubbles of emotions ect.	Beliefs, change
7. History	Can I understand who was in Britain at the time of invasion?	Link to previous topic. Timeline	
8. History	Can I understand the weapons used in the invasion?	Draw pictures and label	Impact
9. History	Can I understand who Boudicca was? Can I understand why she was important?	Blooms questions	
10. History / PHSE	Can I understand what happened during Boudicca's invasion? - Can I learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability?	Timeline of her life and the invasion	
11. Music	Can I compose music for the Roman army? (Boudicca's army)	Graphic notation / percussion instruments. Record videos and put in QR code	
12. Music	Can I use graphic notation for my music?		
13. History / Geography	Can I understand life in Roman Britain?		
14. History / Geography / PHSE	Daily life / jobs / roads / construction / art / food		Poverty, freedom, respect

	Can I think about the lives of people living in other places?	Double page spread/ poster / leaflet	
15. Art	Can I understand what influence mosaics? Research - look and design own	Blooms questions / planning sheet	Curiosity
16. Art	Can I create my own mosaic? See project planner.	Create mosaics	
See science planner below.			
17. Design and Technology	Can I research authentic Roman food? Can I look at a Mediterranean salad? What does it include? Ect.	Comparison of diets	
18. Design and Technology	Can I create my own salad? See project planner.	Create salad	
19. Design and Technology / PHSE	Can I evaluate my own salad? Can I recognise opportunities to make my own choice about food/a balanced diet?	Evaluate salad	
20. History/ Geography	Can I identify Roman roads across the UK now? Can I place them on a map?	Map work	Change
21. History/Geography	Can I compare Italy to Britain? - Climate - Location - Food - Physical geography	Picture and comparisons	
22. History	Can I identify the impact the Romans had on modern life today? - Roads - Public health	Writing piece of impact with evidence.	
23. End of topic			

Discrete Science - Animals including humans

Lesson	Learning Challenge	Outcomes
1. Science	Can I understand that animals including humans need the right types of nutrition?	Sorting activity

	Can I understand that they cannot make their own food?	
2. Science	Can I understand they get nutrition from what they eat? Can I understand a healthy diet?	Make your own plate
3. Science	Can I understand that humans and other animals have skeletons for support? Can I recognise some bones in the human body?	Labels and pictures
4. Science	Can I understand humans and animals have muscles for support, protection and movement?	Discussion
5. Science		

Discrete PHSE/ RSE lessons

Lesson	Learning Challenge	Outcome	Concepts
1. PHSE	Can I recognise when and how to ask for help and use basic techniques for resisting pressure?	PSHE floor book	friendship
2. PSHE	Can I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or 'share a secret'?	Discussion / thought bubbles	Fairness, humanity, friendship
3. PHSE	Can I Know some of the similarities and differences between males and females? Can I name the body parts using agreed words?	PHSE floor books	
4.RSE	Can I identify type of touch that people like/dislike? Can I discuss the importance of personal space? Can I discuss how to deal with unwanted touch?	PSHE floor books	
5.RSE	Can I explore different types of families?	PSHE	

