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| **Subjects** | **Objectives** | **Skills** | **Activities/ Tasks** |
| History | 2) the Roman Empire and its impact on Britain  Examples (non-statutory) This could include: Julius Caesar’s attempted invasion in 55-54 B; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian’s Wall; British resistance, for example, Boudica; ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  3) Britain’s settlement by Anglo-Saxons and Scots  Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne | **Chronological Understanding**   * Use dates and terms related to the study unit and passing of time * Sequence several events or artefacts * Place events from period studied on time line * Use terms related to the period and begin to date events * Understand more complex terms e.g. BC/AD   **Range and depth of historical understanding**   * Find out about everyday lives of people in time studied * Compare with our life today * Use evidence to reconstruct life in time studied * Identify key features and events of time studied * Look for links and effects in time studied * Offer a reasonable explanation for some events   **Interpretations of history**   * Identify and give reasons for different ways in which the past is represented * Distinguish between different sources – compare different versions of the same story * Look at representations of the period – museum, cartoons * Look at the evidence available * Begin to evaluate the usefulness of different sources * Use text books and historical knowledge   **Historical Enquiry**   * Use a range of sources to find out about a period * Observe small details – artefacts, pictures * Select and record information relevant to the study * Use evidence to build up a picture of a past event * Choose relevant material to present a picture of one aspect of life in time past * Ask a variety of questions * Use the library and internet for research | * KWL * Place events of Roman Empire on a timeline   + Compare Roman era to other periods studied on a time line   + Use AD/BC terms * Look at Roman soldiers’ uniform and discuss life in the Roman army * Look at what the Romans did in their leisure time * 8Q Thinking Skills activity – questions to ask a Roman gladiator   + Hot seat a Roman gladiator * Write a menu for a Roman banquet/feast * Study Boudicca’s rebellion and create a storyboard * Design a Roman outfit for different members of society * Complete a social hierarchy of Ancient Rome * Look at beliefs of the Ancient Romans * Research the impact of the Romans on our local area and history * Research how the Romans impacted our society * Diamond 9 activity for the reasons why the Empire fell * Order the events of the Anglo-Saxons on a timeline and discuss in relation to the Romans * Discuss everyday life in Anglo-Saxon Britain * Visitor – monk * Borrow Romans box from Dorman museum |
| Geography | 1a. Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries  1b. land-use patterns; and understand how some of these aspects have changed over time.  3b. Human Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **Geographical Enquiry**   * Use NF books, stories, atlases, pictures/photos and internet as sources of information. * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures   **Drawing Maps**   * Make a map of a short route experienced, with features in correct order * Make a simple scale drawing.   **Representation/Symbols**   * Use standard symbols.   **Using Maps**   * Locate places on large scale maps, (e.g. Find UK or Egypt on globe) * Follow a route on a large scale map   **Scale/distance**   * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)   **Map knowledge**   * Begin to identify significant places and environments   **Style of map**   * Use map sites on internet. * Use junior atlases. | * Map the invasions of the Romans across Europe * Label a map of Roman Britain including key settlements and industry sites * Look at Roman settlements, towns and buildings – create an estate agent advert for a Roman villa * Research the impact of the Romans on our local area and history * Look at the importance of roads in Roman society – create edible Roman roads * Label the 7 kingdoms in Anglo-Saxon Britain * Look at Anglo-Saxon settlements and their features |
| Art | 1. To create sketchbooks to record their observations and use them to review and revisit ideas. 2. To improve their mastery of art and design techniques, including texture and pattern. | **Exploring/ Evaluating and developing ideas**   * Create sketch books to record their observations and use them to review and revisit ideas * Select and record from observation, experience and imagination and explore ideas for different purposes * Record and explore ideas using a variety of ways including digital cameras and iPads * Question and make thoughtful observations about starting points and select ideas for use in their work * Begin to use artistic/visual vocabulary to discuss work * Experiment with a wider range of materials * Think critically about their art and design work * Plan, refine and alter their work as * Plan, design, make and adapt models from observation or imagination   **Texture**   * Experiment with a range of media to overlap and layer creating textures, effects and colours.   **Pattern**   * Search for pattern around us in world, pictures, objects * Look at various artists of pattern and discuss effect | * Roman mosaics – collaging |
| English |  | See progression of skills | * Retell Romulus and Remus * Write a letter home from battle * Diary of a gladiator * Instructions to build a Roman road * Write an account of Boudicca’s rebellion * Write a script for a news bulletin * Estate agent advert for a Roman villa |