|  |  |  |  |
| --- | --- | --- | --- |
| **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 Christianity3) 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
 |