

**Durham Lane Primary School: Topic Planning**

**Topic: Romans & Saxons**

**Term: Year B Summer 1**

**Class: 3/4**

**Teacher: Miss Hugill/Miss Drew**

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	Skills	Activities/ Tasks
History	<p>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</p> <p>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</p>	<p><b>Main Events</b></p> <ul style="list-style-type: none"> <li>To be able to place the key events of the Roman Empire (when Rome was founded; when Rome became a Republic; Roman Empire expansion into Europe; Caesar's multiple attempts to invade Britain; Caesar's death; Roman rule in Britain; Boudicca's rebellion; the building of Hadrian's wall; Roman withdrawal from Britain; Anglo-Saxon invasion) on a timeline.</li> <li>To be able to place the key events of the Anglo-Saxon and Scots period on a timeline.</li> </ul> <p><b>Transport</b></p> <ul style="list-style-type: none"> <li>To understand that the Romans travelled on transport.</li> <li>To understand how they used animals to help them with transport.</li> </ul> <p><b>Kingdom and Rulers</b></p> <ul style="list-style-type: none"> <li>To understand the spread of the Roman Empire and what countries were under its control.</li> <li>To know about key Roman leaders: Caesar, Hadrian, Claudius</li> <li>To know what it was like to live under Roman Rule in Britain.</li> <li>To understand how the Roman Empire fell.</li> <li>To understand the social hierarchy of Ancient Rome.</li> <li>To understand what Anglo-Saxon life in Britain was like.</li> </ul> <p><b>Conflict and disaster</b></p> <ul style="list-style-type: none"> <li>To understand how the Roman Empire fell.</li> <li>To know why and how Boudicca rebelled against the Romans.</li> <li>To understand what it was like to be part of the Roman Army (uniforms, training, fighting, leisure time)</li> </ul> <p><b>Crime and punishment</b></p> <ul style="list-style-type: none"> <li>To understand what it was like to be part of the Roman Army (discipline)</li> </ul> <p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>To understand the beliefs of the Ancient Romans.</li> </ul>	<p>Romans Rome Empire Invasion Settlement Rebellion Boudicca Caesar Hadrian Claudius Timeline AD/BC Republic Hierarchy Transport Chariot Punishment Army Ranks Uniform Withdrawal Expansion Anglo-Saxon Sources Artefacts Discipline Beliefs Banquet</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BC/AD</li> </ul> <p><b><u>Range and depth of historical understanding</u></b></p> <ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul> <p><b><u>Interpretations of history</u></b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons</li> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>KWL</li> <li>Place events of Roman Empire on a timeline <ul style="list-style-type: none"> <li>Compare Roman era to other periods studied on a time line</li> <li>Use AD/BC terms</li> </ul> </li> <li>Look at Roman soldiers' uniform and discuss life in the Roman army</li> <li>Look at what the Romans did in their leisure time</li> <li>8Q Thinking Skills activity – questions to ask a Roman gladiator <ul style="list-style-type: none"> <li>Hot seat a Roman gladiator</li> </ul> </li> <li>Write a menu for a Roman banquet/feast</li> <li>Study Boudicca's rebellion and create a storyboard</li> <li>Design a Roman outfit for different members of society</li> <li>Complete a social hierarchy of Ancient Rome</li> <li>Look at beliefs of the Ancient Romans</li> <li>Research the impact of the Romans on our local area and history</li> <li>Research how the Romans impacted our society</li> <li>Diamond 9 activity for the reasons why the Empire fell</li> <li>Order the events of the Anglo-Saxons on a timeline and discuss in relation to the Romans</li> <li>Discuss everyday life in Anglo-Saxon Britain</li> <li>Visitor – monk</li> <li>Borrow Romans box from Dorman museum</li> </ul>
Geography	<p>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</p> <p>1b. land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>To be able to locate Rome on a map.</li> <li>To be able to locate countries of the Roman Empire on a map.</li> <li>To be able to label a map of Roman Britain</li> <li>To be able to label the 7 kingdoms of Anglo-Saxon Britain.</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>To be able to label a map of Roman Britain including human features</li> </ul>	<p>Location Roman Empire Mapping Countries Continent Europe Expansion Invasion Settlement Roads</p>	<p><b><u>Geographical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> </ul>	<ul style="list-style-type: none"> <li>Map the invasions of the Romans across Europe</li> <li>Label a map of Roman Britain including key settlements and industry sites</li> <li>Look at Roman settlements, towns and buildings – create an estate agent advert for a Roman villa</li> <li>Research the impact of the Romans on our local area and history</li> <li>Look at the importance of roads in Roman society – create edible Roman roads</li> <li>Label the 7 kingdoms in Anglo-Saxon Britain</li> </ul>

**Durham Lane Primary School: Topic Planning**

**Topic: Romans & Saxons**

**Term: Year B Summer 1**

**Class: 3/4**

**Teacher: Miss Hugill/Miss Drew**

	<p>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</p>	<ul style="list-style-type: none"> <li>To understand how the Romans changed the settlements in Britain</li> <li>To know how Roman roads were built.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>To understand why the Romans chose to settle where they did (hills near the sea)</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>To be able to locate Rome on a map.</li> <li>To be able to locate countries of the Roman Empire on a map.</li> <li>To be able to map the expansion of the Roman Empire.</li> <li>To be able to label a map of Roman Britain</li> <li>To be able to label the 7 kingdoms of Anglo-Saxon Britain.</li> </ul>	<p>Human features Physical features Kingdoms</p>	<ul style="list-style-type: none"> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures</li> </ul> <p><b><u>Drawing Maps</u></b></p> <ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order</li> <li>Make a simple scale drawing.</li> </ul> <p><b><u>Representation/Symbols</u></b></p> <ul style="list-style-type: none"> <li>Use standard symbols.</li> </ul> <p><b><u>Using Maps</u></b></p> <ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or Egypt on globe)</li> <li>Follow a route on a large scale map</li> </ul> <p><b><u>Scale/distance</u></b></p> <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul> <p><b><u>Map knowledge</u></b></p> <ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul> <p><b><u>Style of map</u></b></p> <ul style="list-style-type: none"> <li>Use map sites on internet.</li> <li>Use junior atlases.</li> </ul>	<ul style="list-style-type: none"> <li>Look at Anglo-Saxon settlements and their features</li> </ul>
Art	<p>1) To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>2) To improve their mastery of art and design techniques, including texture and pattern.</p>	<p><b>Exploring, evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>To be able to explore patterns in the world around us.</li> <li>To be able to make decisions about what looks best.</li> <li>To be able to review and evaluate art work.</li> </ul> <p><b>Texture (textiles and collages)</b></p> <ul style="list-style-type: none"> <li>To look at and discuss the colours and patterns in Roman mosaics</li> <li>To replicate Roman mosaics.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>To be able to identify patterns in the world around us and recreate them using a range of techniques.</li> </ul>	<p>Pattern Collage Mosaic Colour</p>	<p><b><u>Exploring/ Evaluating and developing ideas</u></b></p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Select and record from observation, experience and imagination and explore ideas for different purposes</li> <li>Record and explore ideas using a variety of ways including digital cameras and iPads</li> <li>Question and make thoughtful observations about starting points and select ideas for use in their work</li> <li>Begin to use artistic/visual vocabulary to discuss work</li> <li>Experiment with a wider range of materials</li> <li>Think critically about their art and design work</li> <li>Plan, refine and alter their work as</li> <li>Plan, design, make and adapt models from observation or imagination</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>Experiment with a range of media to overlap and layer creating textures, effects and colours.</li> </ul> <p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>Search for pattern around us in world, pictures, objects</li> <li>Look at various artists of pattern and discuss effect</li> </ul>	<ul style="list-style-type: none"> <li>Roman mosaics – collaging</li> </ul>

**Durham Lane Primary School: Topic Planning**

**Topic: Romans & Saxons**

**Term: Year B Summer 1**

**Class: 3/4**

**Teacher: Miss Hugill/Miss Drew**

DT	<p>1a) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>2a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>2b) select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>3b) evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>4a) apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>4b) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p><b>Design, make and evaluate</b></p> <ul style="list-style-type: none"> <li>To be able to design a product (catapult) using existing knowledge of Roman catapults for inspiration</li> <li>To be able to make a working catapult</li> <li>To be able to evaluate a product against a set criteria.</li> </ul> <p><b>Structures</b></p> <ul style="list-style-type: none"> <li>To know how to appropriately join a structure together to ensure that it is sturdy and will not break.</li> </ul> <p><b>Mechanical systems</b></p> <ul style="list-style-type: none"> <li>To understand how levers work.</li> <li>To be able to use a lever system to create a catapult.</li> </ul>	<p>Catapult Lever Mechanism Design Evaluate Structure Join Criteria Product</p>	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>use research for design ideas</li> <li>describe purpose of product</li> <li>show design meets a range of requirements and is fit for purpose</li> <li>have at least one idea about how to create product and suggest improvements for design</li> <li>produce a plan which shows order, equipment and tools and explain it to others</li> <li>make and explain design decisions considering availability of resources</li> <li>explain how product will work</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>select suitable tools and equipment, explain choices in relation to required techniques and use accurately</li> <li>select appropriate materials, fit for purpose; explain choices</li> <li>work through plan in order</li> <li>measure, mark out, cut and shape materials/components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy</li> <li>apply a range of finishing techniques with some accuracy</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>refer to design criteria while designing and making</li> <li>use criteria to evaluate product</li> <li>begin to explain how I could improve original design</li> <li>evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li> <li>discuss by whom, when and where products were designed</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>work accurately to make cuts and holes</li> <li>measure carefully to avoid mistakes</li> <li>attempt to make product strong</li> <li>continue working on product even if original didn't work</li> <li>make a strong, stiff structure</li> <li>explain how to join things in a different way</li> </ul>	<ul style="list-style-type: none"> <li>Children to design, make and evaluate a roman catapult.</li> </ul>
----	--	--	---	--	---

Durham Lane Primary School: Topic Planning

Topic: Romans & Saxons

Term: Year B Summer 1

Class: 3/4

Teacher: Miss Hugill/Miss Drew

English	To be able to plan, draft and write in a variety and genres using relevant skills.	See progression of skills	<ul style="list-style-type: none"><li>• Retell Romulus and Remus</li><li>• Write a letter home from battle</li><li>• Diary of a gladiator</li><li>• Instructions to build a Roman road</li><li>• Write an account of Boudicca's rebellion</li><li>• Write a script for a news bulletin</li><li>• Estate agent advert for a Roman villa</li></ul>
---------	--	---------------------------	--