

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, Boudicca; '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>Main Events</p> <ul style="list-style-type: none"> 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. To be able to place the key events of the Anglo-Saxon and Scots period on a timeline. <p>Transport</p> <ul style="list-style-type: none"> To understand that the Romans travelled on transport. To understand how they used animals to help them with transport. <p>Kingdom and Rulers</p> <ul style="list-style-type: none"> To understand the spread of the Roman Empire and what countries were under its control. To know about key Roman leaders: Caesar, Hadrian, Claudius To know what it was like to live under Roman Rule in Britain. To understand how the Roman Empire fell. To understand the social hierarchy of Ancient Rome. To understand what Anglo-Saxon life in Britain was like. <p>Conflict and disaster</p> <ul style="list-style-type: none"> To understand how the Roman Empire fell. To know why and how Boudicca rebelled against the Romans. To understand what it was like to be part of the Roman Army (uniforms, training, fighting, leisure time) <p>Crime and punishment</p> <ul style="list-style-type: none"> To understand what it was like to be part of the Roman Army (discipline) <p>Beliefs</p> <ul style="list-style-type: none"> To understand the beliefs of the Ancient Romans. 	<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>Chronological Understanding</p> <ul style="list-style-type: none"> 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 <p>Range and depth of historical understanding</p> <ul style="list-style-type: none"> 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 <p>Interpretations of history</p> <ul style="list-style-type: none"> 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 <p>Historical Enquiry</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> KWL Place events of Roman Empire on a timeline <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<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>Location</p> <ul style="list-style-type: none"> To be able to locate Rome on a map. To be able to locate countries of the Roman Empire on a map. To be able to label a map of Roman Britain To be able to label the 7 kingdoms of Anglo-Saxon Britain. <p>Human Features</p> <ul style="list-style-type: none"> To be able to label a map of Roman Britain including human features 	<p>Location Roman Empire Mapping Countries Continent Europe Expansion Invasion Settlement Roads</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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

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DT	<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>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>Design, make and evaluate</p> <ul style="list-style-type: none"> To be able to design a product (catapult) using existing knowledge of Roman catapults for inspiration To be able to make a working catapult <p>Structures</p> <ul style="list-style-type: none"> To know how to appropriately join a structure together to ensure that it is sturdy and will not break. <p>Mechanical systems</p> <ul style="list-style-type: none"> To understand how levers work. To be able to use a lever system to create a catapult. 	<p>Catapult Lever Mechanism Design Evaluate Structure Join Criteria Product</p>	<p>Design</p> <ul style="list-style-type: none"> use research for design ideas describe purpose of product show design meets a range of requirements and is fit for purpose have at least one idea about how to create product and suggest improvements for design produce a plan which shows order, equipment and tools and explain it to others make and explain design decisions considering availability of resources explain how product will work <p>Make</p> <ul style="list-style-type: none"> select suitable tools and equipment, explain choices in relation to required techniques and use accurately select appropriate materials, fit for purpose; explain choices work through plan in order measure, mark out, cut and shape materials/components with some accuracy assemble, join and combine materials and components with some accuracy apply a range of finishing techniques with some accuracy <p>Evaluate</p> <ul style="list-style-type: none"> refer to design criteria while designing and making use criteria to evaluate product begin to explain how I could improve original design evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose discuss by whom, when and where products were designed <p>Technical Knowledge</p> <ul style="list-style-type: none"> work accurately to make cuts and holes measure carefully to avoid mistakes attempt to make product strong continue working on product even if original didn't work make a strong, stiff structure explain how to join things in a different way 	<ul style="list-style-type: none"> Children to design, make and evaluate a roman catapult.
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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">• 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
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