**CAMBOIS PRIMARY SCHOOL**

**MEDIUM TERM PLANNING**

**YEAR GROUP: 3&4 TOPIC: ROMANS**

**ART/DESIGN TECH**

* Design, edit, annotate and create a Roman sword and shield using a range of materials.
* Design and make a Roman chariot.

Compare art from history and create a Roman-style mosaic.

**GEOG/HISTORY**

* Examine artefacts, maps and pictures to make inferences about life in ancient and modern day Italy and Europe.
* Place events of timelines.
* Use maps and atlases to locate countries.
* Understand aspects of Roman life by comparing of Roman soldiers, emperors and peasants.

**SCIENCE (not linked to topic)**

* Work scientifically by organising types of plants and know
* Recognise different parts of plants and their functions including the life cycle of plants
* Work scientifically by investigating the importance of light, water and soil on growth of plants.
* Understand how sound is made.
* Work scientifically by predicting how sound will travel through different materials and mediums.
* Work scientifically by investigating pitch and volume of sound.

 **Romans**

**R.E/PSHE**

* Compare ancient and modern religions.
* Work cooperatively as part of group tasks including designing chariots and creating group presentations.
* Consider the views, opinions and feelings of others by thinking from the perspective of others.

**LITERACY**

* Write for a range of purposes and audiences including diary entries, persuasive texts, letters and information texts.
* Develop speaking and listening skills through discussion and oral presentations.
* Poetry and narrative units not linked to Roman topic.

**MUSIC**

* Listen to music from different cultures, historical periods and draw comparisons including use of instruments.

**CAMBOIS PRIMARY SCHOOL**

**MEDIUM TERM PLANNING**

**YEAR GROUP 3 & 4 TERM spring 1 TOPIC THEME Romans**

|  |  |  |
| --- | --- | --- |
| **AREA OF CURRICULUM** | **LEARNING INTENTIONS/ N.C. OBJECTIVE** | **ACTIVITIES** |
| Geography/ history  | * Identify continents, hemispheres, equators etc.
* Understand impact of physical geography on settlement types and trade.
* understand how modern Britain has been influenced by the wider world.
* Understand aspects of ancient civilisations and empires.
* Understand the history of terms such as empire, civilisation, peasantry etc,
* Understand nature of chronology and place events on timeline.
* Roman invasion of Britain in 55BC and the fall of the RE.
* The strength of the Roman Empire by AD42.
 | * Chn share what they know about Romans and what they want to know.
* Chn research 2 questions they want to find out about (internet skills and research in non-fiction books).
* Use maps and atlases to locate Italy on the map and the range of the Roman Empire.
* Chn to look at the legacy of the Roman Empire in Britain and the world.
* Chn to present information about history of Romans.
* Learn about everyday life through comparing it with 2017.
* Look at pictures and artefacts to think like historians/archaeologists and make inferences.
* Place events on timeline in relation to world events and RE.
* Compare forms of AR entertainment with modern entertainment.
 |
| Art and D&T | * Evaluate ideas against design criteria.
* Select from a range of materials according to their functional and aesthetic qualities.
* Understand how key events in design and technology have shaped the world.
* Generate sketches and designs.
 | * Chn to design and make a Roman shield (role play for writing).
* Design roman pottery/coin with image on as if chn were Roman Emperor.
* Look at and compare artistic styles from different cultures and societies in history.
* Design and create Roman-style mosaics.
* Design and create Roman chariots.
 |
| Literacy  | * Develop speaking and listening skills by taking part in discussions.
* Write for a range of purposes and audiences (letters, diaries, information texts and persuasive texts).
 | * Chn to use role play to practise and rehearse writing including speech.
* Chn to write a diary recounting life as a Roman soldier/Emperor/servant.
* Chn to play the role of solider/Emperor/servant.
* Chn to write a persuasive text to join the Roman army.
* Write a diary account describing the events of the Roman invasion in Britain.
 |
| **Music** | * Listen to and compare music from a range of historical periods, genres, styles and traditions.
 | * Listen to and compare music from different historical periods, genres and traditions.
* Compare musical instruments used in ancient Rome with modern instruments.
 |