

BARNSTON PRIMARY SCHOOL MEDIUM TERM PLANNING



SUBJECT: The Romans

YEAR GROUP: 3/4

YEAR IN CYCLE: 2

	NATIONAL CURRICULUM	ADDITIONAL SCHOOL CURRICULUM
Autumn Term	<p>Geography</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Name and locate counties and cities of the United Kingdom. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. <p>History</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain Examples. 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. Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire. <p>Art</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <p>Design and Technology</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded 	<p>Countries within the Roman Empire – Map of Europe</p> <p>Locate Italy, Rome, MT Etna, MT Vesuvius, Sicily, Sardinia and the Vatican City. Locating Roman Empire and the spread of their armies throughout Europe.</p> <p>Timeline of Roman History, Key events to be studied in greater detail (Celtic life before the Romans, Contrast Roman and Celtic soldiers [Training, equipment and clothing], Farming & agriculture, building and architecture, Life as a Roman in Britain, siege machines, Roman clothes, Roman Gladiators, Roman Numerals [Link to Maths]).</p> <p>Visit of Roman men and soldier to discuss Roman life and way of thinking. Comparing the two cultures and religious beliefs. Looking at towns and cities in a close proximity to Hadrian's Wall.</p> <p>Sketching the Roman Colosseum and aqueduct using pencil and charcoal as different mediums for light and shade on picture.</p> <p>Roman shields, mosaics.</p>

	<p>diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand how key events and individuals in design and technology have helped shape the world. 	
	ENTERPRISE	SOCIAL, SPIRITUAL, MORAL & CULTURAL
SCHOOL DRIVERS	<p>Provide opportunities for children to solve problems that arise as they learn. Promote and provide opportunities for children to ask questions to further deepen their understanding and learning.</p> <p>Roman day – Sell Roman mosaics at Christmas fair.</p>	<p>Promotion of British Values and culture. Able to work as part of a team or individually. To actively problem solve.</p>