

## Year 3: What the Romans Did for Us



## Essential Learning

By the end of this term, you will have learned...

- about where the Roman Empire began and you'll have an understanding of the chronology of the Roman invasion of Britain.
- to use research skills to find out about Julius Caesar.
- all about the life of a Roman soldier, including what they wore and why, and the weapons that they used.
- all about Hadrian's Wall.
- about the events of Boudicca's rebellion from different perspectives, and you'll then justifying your reasons for your thoughts on this.
- all about Roman mosaics, and you'll create your own.
- how to write biographies and autobiographies.
- how to write historical stories.
- about the many Roman gods and goddesses, as well as religious practices.
- about Roman technology and how this impacts on people's lives, even now.
- how to ask scientifically investigable questions and then set up simple practical enquiries and fair tests.
- how to make careful observations and take measurements.
- about recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.

### Hook Day

Exploring real life Roman Baths.

Handling Roman artefacts



### Block 1

- Biography of Caesar and diary of a Roman Soldier (2weeks)
- Roman invasion timeline
- Mapping the Roman Empire
- Investigating Roman soldiers' lives including weapons and clothes
- Researching key facts about Julius Caesar
- Science investigation.



### Block 2

- Narrative based on the story Escape from Pompeii (3 weeks)
- Studying mosaic designs/patterns and creating our own
- Making a card game about Roman Gods
- Creating a Roman mosaic
- Boudicca - our views?
- Hadrian's wall - what, where and why?
- Science investigation.

# Year 3: What the Romans Did for Us / National Curriculum Links

## Science

- asking relevant questions and using different types of scientific enquiry to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables

## Art

- 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].

## History

- the Roman Empire and its impact on Britain
- Julius Caesar's attempted invasion in 55-54 BC
- 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

### Key vocabulary:

- **Science** – fair test, relevant question, enquiry, observation, accuracy, measurements, units, data, recording, presenting data, findings, diagrams, bar chart, table, conclusions.
- **History** – harp, army, tunic, sword, temple, conquer, emperor, senate, sandals, Aquila, standard, Colosseum, shield, sewer, mythology, gods/goddesses, chariot, amphitheatre, slave, toga, Empire, aqueduct, soldier, feast, mosaic, baths, republic, Caesar, gladiator, pantheon, arch, armour, centurion, villa etc.

## Writing genres

Diary  
Biography  
Narrative

## Key texts

Romans on the Rampage by Jeremy Strong  
Rome: In Spectacular Cross-Section by Andrew Solway (Author), Stephen Biesty (Illustrator)  
Ancient Rome (DK Eyewitness)  
Escape from Pompeii by Christina Balit  
Avoid Being a Roman Soldier (The Danger Zone)  
KS2 Discover & Learn: History - Romans in Britain Study Book, Year 3 & 4 (CGP KS2 History)  
What the Romans did for us: Age 7-8, (White Wolves Non Fiction)