Year 3: What the Romans Did for Us



Essential Learning

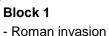
By the end of this term, you will have learned...

- all about Roman mosaics, and you'll create your own
- about where the Roman Empire began and you'll have an understanding of the chronology of the Roman invasion of Britain
- all about the life of a Roman soldier, including what they wore and why, and the weapons that they used
- to use research skills to find out about Julius Caesar
- about Hadrian's Wall
- about the events of Boudicca's rebellion from different perspectives
- about Roman technology and how this impacts on people's lives, even now
- how Roman catapults worked
- to design, make and evaluate a Roman catapult

Hook Day

- Introduction to the Romans

- Roman catwalk
- Roman feast
- Design a Roman mosaic



timeline

- Mapping the Roman Empire

- Investigating Roman soldiers' lives including weapons and clothes

- Write a letter applying to be a
- Roman soldier
- Make a Roman

mosaic



- Julius Ceasar
- Successful invasion of Britain, including Hadrian's wall
- Bristish resistance, including Boudicca
- Write a newspaper report about Boudicca's rebellion
- Trip to the Roman Baths, including the 'Romanisation' of Britain, including Roman technology and its impact

Block 3

- Design, make and evaluate a Roman catapult
- Write a narrative based on the story
 'Escape from Pompeii'

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 and DT	History
 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]. to design, make and evaluate a product (Roman catapult) apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	 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
PSHE	and RSHE
 I can tell you about a person who has faced difficult challenges and achieved su I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to I am motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and can take step 	achieve them
I can evaluate my own learning process and identify how it can be better next to	ime

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	Key texts	
Persuasive letter Newspaper report Narrative	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)	