



LOWER KEY STAGE 2 (YEAR 3/4)

ESSENTIALS OVERVIEW

THEME: Empire Strikes Back!

AUTUMN TERM Cycle B



Essentials

| <p>CURRICULUM DRIVERS: DIVERSITY: Equality DREAMS: To fight the gladiators. SPIRITUAL & MORAL: Tolerance of different faiths</p> | <p>LAUNCH DAY: Do as the Romans did! Children come in dressed as Romans for a Roman workshop (teacher led) with Roman food tasting. Children to</p> | <p>PROJECT: Chn to complete a selection of activities from the topic map. SHOWCASE/ CELEBRATION: Invite parents to come to see our Roman designs.</p> | <p>ENGLISH LINKS: Diary entry, life as a Roman Soldier. Instructional writing- How to make a miniature soldier or how to make a roman shield. Information text/non-chronological report on Rome. MATHEMATICS LINKS: Symmetry, measure</p> |
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| <p style="text-align: center;">ESSENTIAL LEARNING OBJECTIVES</p> | | | |
| <p style="text-align: center;">ACTIVITIES</p> | | | |
| <p>SCIENCE: <i>To work scientifically</i> Ask relevant questions Set up practical enquires, comparative and fair tests Record findings using scientific language, drawings, diagrams, bar charts and tables. YEAR 3-To understand movement, forces and magnets Compare how things move on different surfaces Observe how magnets attract and repel Compare and group together a variety of everyday materials and if they are attract to each other or not.</p> | <p>YEAR 3 Are we able to attach the shield to the holder by using magnets? Will they attract? Will it work if we only use one magnet? YEAR 4 How will sound affect the Roman gladiators in the arena? Linked to pitch, volume and vibrations. Electricity- Children are to design a light that could be used to light the roman roads.</p> | <p>Children to research and identify where the Roman Empire invaded. Children will compare roads (A5) in the Roman times to how roads are today. They will also be able to explain why the Roman’s invaded certain countries and not others. Explore Rome – children to produce an information text/non-chronological report based on Rome and its geographical feature. Compare and contrast similarities and differences in Italy and Britain. Children are to locate and map the Roman empire on a timeline.</p> | |
| <p>GEOGRAPHY: <i>To investigate places</i> Name and locate the countries of Europe and identify their main physical and human characteristics. Name and locate the cities in the United Kingdom and identify their main physical and human characteristics. To investigate patterns Describe how locality has change over time. Describe geographical similarities and differences between countries.</p> | | | |
| <p>HISTORY: <i>To investigate and interpret the past</i></p> | | | |

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| <p>Suggest causes and consequences of some of the main events and changes in history. Describe different accounts of a historical event explaining some of the reasons of why they accounts may differ.</p> <p><u>To understand chronology</u> To place events and artefact on a timeline <u>To build an overview of world history</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> | <p>We will look at clothing, weapons, homes, gods/goddesses, gladiators, chariots and army life. We will also look at the Boudica revolt and the impact this had and Hadrian's wall. As well as looking at the legacy the roman's left.</p> <p>Children will write from different perspectives of time and how events can appear differently.</p> <p>Look at Julius Caesar and his impact.</p> <p>Children are to look at famous mosaic artwork and compare and contrast offering their opinions and preferred pieces. Children are to then design their own mosaic and must then select appropriate materials to create their own interpretation.</p> <p>Children to paint a scene from a Roman myth.</p> |
| <p>ART & DESIGN: <u>To develop ideas</u> Comment on artwork using visual language Collect information, sketches and resources. <u>To master techniques</u> Collage Select and arrange materials for a striking effect Ensure work is precise</p> | <p>Children will be creating their own Roman shields to be used in battle.</p> <p>After researching Roman soliders, children will be designing and creating their own miniature soldier.</p> |
| <p>DESIGN & TECHNOLOGY: <u>To design, make, evaluate and improve</u> Make products by working carefully and selecting materials. <u>To master practical skill</u> Materials Cut material accurately and safely by selecting appropriate tools. Select appropriate joining techniques Construction Choose suitable techniques to construct product or to repair items.</p> | <p>Children are to learn items of clothing in French. They will then describe a Roman Soldier using French words and colours.</p> |
| <p>LANGUAGES: <u>To speak confidently</u> Ask and answer simple questions and talk about interests. <u>To write imaginatively</u> To write short phrases from memory with spelling that is readily understandable.</p> <p>MUSIC: To perform To compose To transcribe To describe music</p> | <p>Children listen to Hans Zimmer – The Battle and discuss the mood depicted from the music (also discuss pitch, duration, dynamics, tempo, timbre, texture and silence). Play track from the film Gladiator. "Elysium." Gather ideas together for how this contrasts with the previous piece. Explore different instruments to be used to create different moods, then children to compose their own piece of music before performing to the opposite class.</p> <p>Children are to research Roman gods and goddesses, many of whom were copied from the Greek gods, but given Roman names. They also built temples for worship which they will compare and contrast with their own class religion.</p> |
| <p>RELIGIOUS EDUCATION: <u>To understand beliefs and teachings</u> Present the key teachings and beliefs of religion making reference to religious figures. <u>To understand practises and lifestyles</u> Identify religious artefacts and buildings and explain how and why they are used.</p> | <p>Children are to create blog from the perspective of a Roman soldier.</p> |
| <p>COMPUTING: To code To connect</p> | |