

ROMANS

Year 3: Spring 2

HOOK: Visit to Fishbourne Roman Palace

OUTCOME: Roman Army Drills/Dress-up/Food

LITERACY:

Quality Text – ‘Revolt against the Romans’ by Tony Bradman.

From this we are going to write letters and diary entries.

Leon and the Place Between – Imagery and figurative language.

Non-chronological books about the Romans.

DT

To make a model of a Roman Chariot using cams.

RE: Temptation – making choices.

PSHE: Environmental introduction (Earth and other people)

Rationale: Take a step back in time to explore one of the largest and most influential empires: Ancient Rome. Why did the Romans decide to invade Britain? Who was Boudicca? What was the Roman legacy? In this engaging topic, a range of sources, and practical first hand experiences will inspire children’s curiosity about the past as they learn about the impact of the Roman occupation on life in Britain.

HISTORY DRIVER:

ROMAN EMPIRE & ITS IMPACT ON BRITAIN

Children will ask and answer questions using a range of sources to find out about this period, observing artefacts and pictures, using e-learning for research and information texts and stories.

Where do the Romans appear in a timeline?

What was the Roman Empire, why was it so powerful, and how far did its influence stretch?

What was life like for the Celts in Britain before the Romans invaded? How did the Romans ‘Romanise’ Britain?

Who was Boudicca? How do different sources explain people’s views about Boudicca?

What was the Roman legacy? How did technology, culture and beliefs change during the period?

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

TOPIC MATHS

Roman Numerals

Computing:

Games in a New World
Kudo – make a game

Home Learning:

Making mosaics – from examples shared in class

PE and Games:

Creative Dance – Pathways
Games – Tag Rugby

MUSIC

Listen to Me – Hampshire Music Service
Charanga – Singing.

OUTDOOR LEARNING/PERFORMANCE: Roman Army Drills, Battle of the Celts verses the Romans.