

Autumn – The Roman Empire Strikes Back

INTENT	IMPLEMENTATION						
Topic:	Sequence:	Enhancements:	What texts are influencing our writing?	Creative Links	Class Novel (linked to the curriculum)	Standalone	
<p><b>History Focus:</b> Life in the Roman Times compared to Ancient Greece drawing on prior knowledge</p> <p><b>Intent:</b></p> <p><b>Chronological knowledge:</b></p> <ul style="list-style-type: none"> <li>plot events on a timeline using centuries</li> </ul> <p><b>Knowledge of events:</b></p> <ul style="list-style-type: none"> <li>explain how an event from the past has changed our lives today. (The Roman occupation of Britain)</li> <li>research an event from two different perspectives</li> </ul> <p><b>Conceptual knowledge:</b></p> <ul style="list-style-type: none"> <li>explain what life was like for children in a certain period</li> <li>explain how wealthy people and poor people differed within a time period.</li> </ul> <p><b>Historical enquiry skills:</b></p> <ul style="list-style-type: none"> <li>use sources of information in ways that go beyond simple observations to answer questions (critique sources)</li> <li>use a variety of sources to find out about an aspect of life in the past.</li> <li>understand that sources can contradict each other, and why this might happen.</li> </ul> <p><b>Key Vocabulary:</b> Rome, Emperor, centurion, formation, conquer, aqueduct, Britannia, Boudicca, Celts, Roman, sources, settlement, evidence, soldiers, colonies, decimate, Latin, gladiator, coliseum,</p>	<p><b>Wow Starter:</b> Text as a stimulus – draw and label a Roman Slave and a Roman Soldier Make lolly-pop stick catapults – challenge class v class (use dice to convert scores into Roman Numerals) (Maths focus this week on Roman Numerals)</p> <p><b>Sequence of Learning:</b></p> <ul style="list-style-type: none"> <li>Knowledge harvest- what do we already know?</li> <li>Timeline of Roman expansion across Europe</li> <li>Roman Baths – entertainment/comparing rich and poor</li> <li>Gods &amp; Goddesses and specific links to the Greeks</li> <li>Boudicca and The Celts – use of differing sources/opinions</li> <li>Roman invasion of Britain</li> <li>Romans in Battle</li> </ul> <p><b>Fantastic Finish (i.e. Technology, Floor book, Presentation, Gallery/museum exhibit, Play/performance, Quiz show):</b></p> <p>University Challenge Assembly between both classes</p>	<p><b>Chester (Deva)</b> Visit to the city of Chester – Roman Wall walk, role play as Roman Soldiers, investigating artefacts</p> <p>Roman visitor to school – Roman Tours</p> <p>Purple Mash7 Design your own Mosaic Roman Mashcam</p>	<p><b>Roman Diary:</b> <i>Journal of Iliona</i> by Richard Platt and David Parkins</p> <ul style="list-style-type: none"> <li>Letters between Iliona and family member back home</li> <li>Diary – day in Iliona’s life</li> <li>Descriptive writing of the Roman baths</li> <li>Advert to join the Roman army</li> <li>Instructions – build an aqueduct (link to DT) or How to prepare for battle/How to wash in the Roman baths etc</li> </ul>	<p>DT – structures (aqueducts)</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>What is an aqueduct?</li> <li>Why did they invent them?</li> <li>Who used them?</li> <li>Can we see them today?</li> <li>What is the difference between an aqueduct and a viaduct?</li> </ul> <p><b>Key Vocab</b> Aqueduct, viaduct, construction, join, cut, attach, structure, load testing, load bearing, weight,</p> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can explain how I have improved my original design.</li> <li>I can present a product in an interesting way.</li> <li>I can measure accurately.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> </ul>	<p>Romulus and Remus – Roman myth</p> <p>The Slave girl</p> <p>Rotten Romans</p> <p>Roman Tales: The Fatal Fire by Terry Deary and Helen Flook</p> <p>Roman Tales: The Captive Celt by Terry Deary and Helen Flook</p> <p>Roman Tales: The Goose Guards (Terry Deary's Historical Tales) by Terry Deary and Helen Flook</p>	<p>Maths</p> <p>PSHE - Bullying, problem solving and cooperation</p> <p>RE - What are the similarities and differences in Christianity, Judaism and Islam?</p> <p>PE &amp; Games - Dance , Sports development</p> <p>MFL - Zoo animals , Hobbies , Tradition</p> <p>Computing – Animation Unit 4.6 &amp; Logo Unit 4.5</p> <p>Science - Teeth and digestion</p>	

