

Year 3, Term 4, Medium Term Plan

Topic Title: Revolutionary Romans

English:

1. Non-fiction week

The children will write a detailed explanation text about the Roman Army and the ranks within it. The children will include subject specific vocabulary, detailed explanations and ensure their subject and verb agreement is correct.

2. *Linked text: Revolt against the Romans*

In this unit, the genres that will be covered are:

Description of the journey – The children will create a description which shows the journey taken by the main character from Gaul to Britannia. They will use rich and varied vocabulary including prepositions and the senses.

Character descriptions – Using a range of descriptive writing techniques and building on their knowledge from last week, the children will write a character description of the Celts (savaged Britons) from Marcus' perspective.

Recount – The children will write a diary entry about being captured and dragged through the village. They will write in the first-person expressing character thoughts and feelings. They will also use a range of openers and the senses to describe what happened. Furthermore, they will learn about cliff hangers and leave their own writing on one.

Debate – should Marcus kill himself like a true Roman? The children will debate this question coming up with reasons for and against. They will be introduced to modal verbs and use a range of openers as well conjunctions to make their points.

Writing in role – The children will write in role. They will write about the big battle from both sides. They will use previous learning including expanded noun phrases, adjectives, verbs and adverbs.

Newspaper report– Finally, the children will write a newspaper report about the warrior Queen betraying the Britons. They will use direct speech to quote and write an introduction that includes the 5Ws.

Maths:

Multiplication and division:

- recall and use multiplication and division facts for the 3 and 4 multiplication tables
- count from zero in multiples of 4
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Deriving multiplication and division facts:

- recall and use multiplication and division facts for the 3 and 4 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for twodigit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

<p>R.E. : What do Christians believe? <i>What is the Bible and why is it important for Christians?</i></p> <p>IALT: describe ways in which the bible was important for Christians*</p> <p>IALT: find out how Christians use the bible*</p> <p>IALT: understand how books can be special to people</p>	<p>PSHE: This term's focus is part of our overarching theme of Health and Safety. In Term 1, Year 3 explored Mental Health and Wellbeing. This term will focus on Physical Health. The children will be learning about making healthy life choices and the focus text will be ""Eat More Colours by Breon Williams". The children will be learning about a healthy diet, first aid and making safe choices online.</p>
<p>ART Pupils will use sketchbooks to: -record observations and to review and revisit ideas -improve the mastery of art and design techniques - drawing, painting, sculpture and use a range of materials -learn about great artists, architects & designers in history</p> <p>Focus –Collage- Antoni Gaudi</p> <ul style="list-style-type: none"> • I know that mosaics were first created by the ancient Greeks I know which materials were used to create mosaics. I know how to place pieces of paper to create a mosaic pattern. • I know that Gaudi was a Spanish architect. • I know that Gaudi's buildings had a Neo-Gothic and Art Nouveau style • I know Gaudi used mosaic tiles in his building designs • I know how to recreate the patterns in Gaudi's windows using collage materials. • I know which materials to use to create different effects - tissue/foil/matte paper • I know how to recreate the patterns in Gaudi's windows using collage materials. • I know which materials to use to create different effects - tissue/foil/matte paper <p>I know the different shapes Gaudi used in his mosaic's and have used them to create an animal mosaic</p> <p>I know to use my knowledge of mosaics and Gaudi to create my own collage design.</p>	<p>Music <u>Percussion + Djembe Basics:</u></p> <ul style="list-style-type: none"> • To play a range of hand and foot exercises using quarter notes. • Basic Djembe technique – learning to copy, play and improvise around simple patterns – use speech as a way to remember rhythms. • Compose a simple rhythmic pattern and perform it. • Listening Focus – Famous Percussionists and Drummers

Mandarin In Mandarin this term we will be learning to: Sing Happy Birthday. Pick out and understand words and phrases from the song. Use numbers to 31. Say when our birthdays are. Write the date in characters mostly from memory. Use the pronouns he, she.		P.E. In PE this term we will be looking at functional fitness and World sports Functional fitness: Develop an understanding of sprinting at high speed over a short distance Change direction at speed Develop strength and power in competitive activities Increase jumping distance through the use of different body parts Demonstrate an understanding of pacing in long distance running Develop an initial understanding of different muscular endurance activities Explain what happens to our body when exercising for a longer period of time World sports: Learn different variations of evasion Communicate as a team Basic understanding of sports Demonstrate proper etiquette and good sportsmanship Learn how to attack and defend Continue to develop throwing over a short distance
Computing		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • Write and test simple programs • Use logical reasoning to predict the behaviour of simple programs • Explain how a simple algorithm works using logical reasoning • Use sequence and repetition in programs • Analyse and tackle problems by decomposing problems into smaller parts 		<ul style="list-style-type: none"> • I know that an algorithm is a list of instructions to solve a specific problem • I can create a simple algorithm • I can express simple algorithms using symbols. I can design simple algorithms using loops (repeat and forever) • I can find and correct errors i.e. debugging, in algorithms. • I can use loops, within programs.
Thematic Curriculum		
Topic Title:	Revolutionary Romans	
Big Question:	What impact have the Romans had on us?	
Blurb overview:	An exploration of the past influences of the Romans on Thanet and Britain as a whole. The children will build an understanding of the history of Roman Britain, including the significant people and events of the period, the indigenous resistance to the occupation and the way in which Britain	

	changed as a result. The children will also explore the impact of the Roman occupation on the physical and cultural landscape, to its legacy spanning to Britain today and to gaining an appreciation of the evidence that forms our understanding of this period of world history.	
Celebration of Learning	Living museum about the Romans – Children to choose an area of learning to present to parents.	
Text Links	Revolt Against the Romans	
Oracy End Point:	Presentations upon chosen area of the Roman occupation of Britain.	Physical - Speak fluently in front of an audience. Linguistic - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. precise vocabulary, presentational talk. Cognitive - Construct a detailed argument or complex narrative. Social and emotional - Speak with flair and passion.
Science		
Substantive Knowledge		Disciplinary Knowledge
History		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • To know how the Romans changed Britain. • To know that Julius Caesar's attempted to invade Britain in in 55-54 BC • To know that the Romans successfully invade in AD 42 • To know that the Roman empire was powerful and had a well organised, successful army. • To know that Claudius led the successful invasion. • To know that the Romans build Hadrian's wall and understand why they may have built it. • To know Boudica resisted the Roman occupation of Britain and won a number of battles. • To know the impact of Roman culture on Britain • To know how the Roman empire brought some early beliefs such as Christianity. 		<ul style="list-style-type: none"> • To know how to place the times studied on a timeline. • To now that a timeline can be divided into BC and AD. • To know a wide range of sources to find out about the past. • To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits. • To know how to look at two versions of the same event and identify differences in the accounts.
Geography		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • Know how to name at least six cities in England 		<ul style="list-style-type: none"> • Know how to name and locate at least eight European countries

<ul style="list-style-type: none">• Know how to name and locate at least eight counties in England• To know how to name and locate Ramsgate, Kent, and surrounding counties on a map• To know how to describe topographical features of Thanet and Kent		<ul style="list-style-type: none">• Know how to use maps to locate European countries and capitals.• Know how to name the eight points of a compass• To know how to use a range of maps to locate countries of Europe• To know how to create sketch maps and simple plans of a local area and use geographical symbols	
D&T			
Substantive Knowledge		Disciplinary Knowledge	
Cultural Capital			
Kent Life Trip Explore Roman artefacts			
Weekly Overview			Key Intended substantive knowledge
Week 1	<p>PSHE</p> <p><i>BV Focus: Rule of Law (links with safety – rules are there to keep you safe)</i></p> <p><i>Philosophy Question for circle time: What makes you, YOU?</i></p> <p>Lesson1: E-safety IALT: understand that the media might not reflect reality</p> <p>Providing examples of media and children can infer why it might not seem true</p> <p>Lesson 2: IALT: understand the concept of a balanced lifestyle</p> <p>Children are provided with scenarios/case studies and could explain whether they think it is a balanced/unbalanced lifestyle</p> <p>Lesson 3: IALT: understand the benefits of a balanced diet and the influences of it</p> <p>Make links to positive role models and stories of how healthy choices have had benefits to life – could explore athletes</p> <p>Additional First Aid Learning Activity: Bites and Stings</p> <p>Focus Text: Eat More Colours by Breon Williams</p>		<p>Lesson 1</p> <p>All: to understand that content online might not be real</p> <p>Most: to know that people can share misinformation online</p> <p>Some: to know that we should check multiple sources before thinking it is real</p> <p>Lesson 2</p> <p>All: know that a balanced lifestyle means we should do things in moderation</p> <p>Most: to name parts of a balanced lifestyle</p> <p>Some: can provide improvements to an unbalanced lifestyle</p> <p>Lesson 3</p> <p>All: to know that a balanced lifestyle can make you live better</p> <p>Most: can understand that a healthy diet can improve wellbeing</p>

		Some: can provide examples of how a healthy lifestyle can improve your life.
Week 2	<p>10 minute CPD / reference for teachers: https://www.history.org.uk/resource/3851</p> <p>Lesson 1: Where did the Romans come from?</p> <ul style="list-style-type: none"> • To know how to use a range of maps to locate countries of Europe <p>Whole class carpet activity – big map on the floor children sat round with Atlases label countries in Europe and capitals for highers</p> <p>Can they then label and plot these on their own map- highers to use the atlases to research other factors such as size and population</p> <p>Plot the Romans route to Britain</p> <ul style="list-style-type: none"> • To know how to create sketch maps and simple plans of a local area and use geographical symbols <p>Lesson 2: How did the Roman army help to expand the Roman empire?</p> <ul style="list-style-type: none"> • To know that the Roman empire was powerful and had a well organised, successful army. • Know how to name and locate at least eight European countries • Know how to use maps to locate European countries and capitals. • Know how to name the eight points of a compass <p>Atlas game – Partner A think of a country in Europe and given clues e.g. North of me is Slovakia, South is Serbia, East is Romania, West is Austria. What country am I? Model first, simplify e.g less clues and teacher to do with B20</p> <p>Oracy starter: Introduce the substantive concept of 'invasion and Empire'. Explain the terms in detail. What does it mean to 'invade'? What does it mean to be 'invaded'. Link to games in PE such as football, netball, tag rugby, basketball where an opposing team will attempt to attack a territory and score a goal. Explain the term 'empire' through comparisons to large corporations and brands that are seen throughout the world. Record any vocabulary generated on the working wall.</p> <p>Roman army - Historians believe that a combination of intense training, new and improved weapons, knowledge of their enemies and strict organisation were the reasons for their success. Learn about these 4 reasons through learning some Roman training techniques. Relate to school rules and routines and what they help us to achieve.</p> <p>Study the uniform and weapons of a Roman soldier – label and explain why they meant the Romans were able to go great distances and conquer territories.</p>	<p>Lesson 1 - Geography</p> <p>All: to locate countries in Europe</p> <p>Most: Use atlases independently to find capital cities</p> <p>Some: Use maps independently to conduct research into population and size etc</p> <p>History L2 & 3</p> <p>All: why the Roman Army was so successful in building up the Roman Empire.</p> <p>Most: know how the Roman occupation changed the map of Britain.</p> <p>Some: why we know so little about this period of history – which sources can we use?</p> <p>Geography</p> <p>All: create contrasting sketch maps of a local area</p> <p>Most: Use geographical symbols</p> <p>Some: explain the location of things in relation to others e.g. the train station is to the south of the park.</p>

Lesson 3: What was Britain like before the Romans invaded?

- To know how the Romans changed Britain.
- To know how to create sketch maps and simple plans of a local area and use geographical symbols

Map symbols- flash cards – matching pairs game

Could draw and compare 2 sketch maps of a small zoomed in local area. One very basic one of what a place would have looked like before the Romans (little symbols, lots of empty space) and one of that same place now (roads, train tracks, shops etc) using symbols and a key to help them.

Use maps of the UK with towns and cities marked. Hunt for evidence of Roman place names. The endings of town names as clues to Roman settlement. Names ending in -ter or -ster = fort, so towns such as Chester could originally have been Roman forts where army detachments were stationed. Transfer Roman names onto outline map of Great Britain and add London: Londinium, the capital of Roman Britain. Draw on Roman roads, following these rules:

- Roads are straight, or nearly so.
- Roads radiate out from London. Put these in first, to the nearest towns.
- Roads link up all the towns.

<p>Week 3</p>	<p>Lesson 1: How did Britain become part of the Roman empire? Local history – landings in Thanet, Richborough Fort and Reculver.</p> <ul style="list-style-type: none"> • To know that Julius Caesar’s attempted to invade Britain in in 55-54 BC • To know that the Romans successfully invade in AD 42 • To know that Claudius led the successful invasion. • To know how to describe topographical features of Thanet and Kent • To know how to name and locate Broadstairs, Thanet, Kent, and surrounding counties on a map <p>Map of Kent – using maps label key places. Give children images of topographical features of Kent e.g. rivers, hills, lakes etc. Show children simple topographical maps and discuss ‘Where do you think the hills could be’ children to stick the pictures around the map and label where they are. Plot the local Roman landings on same map and include dates.</p> <p>Link back to concept of invasion and empire – why did the Romans want to invade Britain? (control of tribes, resources – precious metals, slaves, defend their empire). Dramatize the failed and successful invasions of Caesar and Claudius. Retell the invasions through a time-line or comic strip.</p> <p>Lesson 2 & 3: Who was Boudica and why/how did she rebel against the Romans?</p> <ul style="list-style-type: none"> • To know Boudica resisted the Roman occupation of Britain and won a number of battles. • Know how to name at least six cities in England • Know how to name and locate at least eight counties in England <p>Tracing paper maps- One map of UK. Tracing paper over the top – sketch map of counties. Another layer- cities</p> <p>Plot how the romans moved through Britain on map. When they reach East Anglia re-tell the story of the Iceni and Boudicca. Plot this on the class time-line. Create a time line of the rebellion using stickers.</p> <p>What did Boudicca really look like? Read through the description of Boudicca by Cassius Dio. Consider how reliable this might be – when was it written? Who wrote it and why? Written 100 years later and by a Roman. Task the children with assessing a set images for accuracy – which aspects are correct/ incorrect in each picture? Which image is most accurate? Explain there are no contemporary images of Boudicca and these are artistic impressions.</p>	<p>Lesson 1</p> <p>Geography</p> <p>All: know how to name and locate Broadstairs, Thanet, Kent, and surrounding counties on a map and know what topographical features are</p> <p>Most: describe topographical features of Thanet and Kent</p> <p>Some: can use topographical maps to identify features</p> <p>History</p> <p>All: know what the main reasons for the Roman invasion of Britannia were.</p> <p>Most: know why they wanted to control the minerals and exports from this country.</p> <p>Some: discuss reasons why some invasions fail and some succeed.</p> <p>Lesson 2+ 3</p> <p>Geography</p> <p>All: Name and locate cities and counties in England</p> <p>Most: Differentiate between capitals, counties, cities and towns</p> <p>Some: topographical key to locate topographical features of Britain</p> <p>History</p> <p>All: why some tribes did not welcome the Romans and why some did.</p> <p>Most: to order the story demonstrating chronological understanding</p> <p>Some: to assess sources for accuracy and bias</p>
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	<p>Children create a ‘wanted’ poster for Boudicca using the most accurate sources. Challenge; make the poster from a Roman or Iceni POV</p>	
<p>Week 4</p>	<p>Lesson 1 & 2: Roman influences on Thanet and Britain– Housing, trade, buildings</p> <ul style="list-style-type: none"> • To know that the Romans build Hadrian’s wall and understand why they may have built it. <p>Thanet Archaeological Landscape Mapping Project - Kent County Council</p>	<p>Lesson 1 & 2</p> <p>All: how we know about life in Roman Britain and especially on Hadrian’s Wall.</p>

<ul style="list-style-type: none"> • To know how to describe topographical features of Thanet and Kent <p>How do we know this?</p> <ul style="list-style-type: none"> • To know that the Romans build Hadrian's wall and understand why they may have built it. <p>Error! Bookmark not defined.</p> <ul style="list-style-type: none"> • To know how the Roman empire brought some early beliefs such as Christianity. <p>How do we know about life on Hadrian's Wall? Establish that Historians have learned about Roman rule in Britain through what has been left behind. These are called Primary Sources. Use English Heritage website to explore local sites and large ones such as Hadrian's Wall English Heritage (english-heritage.org.uk)</p> <p>Visit Vindolanda & the Roman Army Museum</p> <p>Look at what the wall and the objectives left behind tell historians.</p> <p>Look at images of the original Vindolanda tablets. Where were they found? In a rubbish tip which was being excavated on the Vindolanda site. Why are they important? They are the only examples of 'postcard' type writing in the UK from this time, and the only example of a woman's handwriting.</p> <p>Read through translations of one example in a small group.</p> <p>Consider: Who wrote it? Who was it to? What does it tell us about life then? What other questions do you now have?</p> <p>Write a post-card to a Roman soldier posted on Hadrian's wall telling them what you know about Roman Britain. Ask them a question too.</p> <p>Lesson 3:</p> <p>How do we know so much know so much about the Romans?</p> <ul style="list-style-type: none"> • To know the impact of Roman culture on Britain <p>What did the Romans bring to Britain? - BBC Bitesize</p> <p>13 Things The Romans Did For Us English Heritage (english-heritage.org.uk)</p> <p>Explore some of the main developments that the Romans brought to Britain. Ch learn about these through looking at a variety of sources. They rank these in order according to how important a development they think they are.</p> <p>Oracy: Children convince others of their most important development via an oral presentation to their peers.</p>	<p>Most: make historical interpretations based on evidence.</p> <p>Some: generate their own historical questions, based upon their interpretations of evidence.</p> <p>Lesson 3</p> <p>All:</p> <p>Most:</p> <p>Some:</p>
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<p>Week 5</p>	<p>Lesson 1: Why did the Romans leave Britain and what was their legacy?</p> <ul style="list-style-type: none"> • To know the impact of Roman culture on Britain • Know how to name at least six cities in England • Know how to name and locate at least eight counties in England <p>Building on the previous lesson, children are given a Roman development to research. They will turn this research into a poster / model / presentation / drama for the 'Living Roman museum'.</p> <p>Lesson 2: Start creating celebration of learning – 'Living Roman Museum'</p> <p>Lesson 3: Present to parents and end of unit quiz.</p>	<p><i>History Lesson 1 - 3</i></p> <p>All: to present and communicate their understanding of the legacy of the Roman occupation of Britannia to a variety of audiences.</p> <p>Most: Can present their ideas clearly and coherently.</p> <p>Some: can compare Roman achievements to the achievements of other Britons e.g. the Celts</p> <p><i>Lesson 2</i></p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p><i>Lesson 3</i></p> <p>All:</p> <p>Most:</p> <p>Some:</p>
<p>Week 6</p>	<p>R.E. What is the Bible and why is it important for Christians?</p> <p>Lesson 1: IALT: describe ways in which the bible was important for Christians*</p> <p>Lesson 2: IALT: find out how Christians use the bible*</p> <p>Lesson 3: IALT: understand how books can be special to people</p>	<p><i>Lesson 1</i></p> <p>All: describe what the bible was.</p> <p>Most: explain why the bible is important to Christians</p> <p>Some: understand the terms 'holy' and 'sacred'</p> <p><i>Lesson 2</i></p> <p>All: can explain some ways the bible is used</p> <p>Most: explain when and where the bible may be used</p> <p>Some: understand what types of writing the bible is made up of and when different sections may be used (e.g. songs for communion, funerals and weddings)</p> <p><i>Lesson 3</i></p> <p>All: discuss how books can hold a special meaning</p> <p>Most: can identify books, poems, songs or stories that hold a special meaning</p>

		Some: can articulate why the bible may be special to Christians.
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