



Summer Term 2

Topic Title: We are Britain Roman Empire and its impact on Britain

History	Geography	Art	Design and Technology
<p>This Romans unit will teach your class about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses.</p>	<p>Use maps to show the spread of the Roman invasion in Britain. Map of Roman roads and use maps to determine the location of Hadrian's Wall.</p>	<p>Roman Mosaics: In this activity, the children read the information about mosaics, find five facts of their own and then design and create their own mosaic pattern or picture.</p>	<p>Create a 3D cross section of a Roman road. Design and make a Roman chariot. Discuss how the Romans invented and developed their own heating systems for houses (hypocaust).</p>

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
Archaeologists, historians, engineers.	Looking at the impact of Roman invasions on Britain today.	Fairness in society (Boudicca). Slavery (strong links to PSHCE).

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<u>Key texts</u>	Ordering numbers (dates) on a timeline	Opportunities for presentation and research.	Convection/conduction linked to hypocausts.

<p>Writing opportunities Writing from different characters' perspectives. Write about the different God and Goddesses and their beliefs. Write about the reasons for the building of Hadrian's Wall.</p>	Roman numerals	Use of a PowerPoint document to present their findings.	
<p>Reading opportunities Reading comprehensions on Roman soldiers. Researching different aspects of life in Roman Britain.</p>			

Objectives	Activities
ICT:	
<p>I understand that search results are selected and ranked.</p> <p>I can be confident in creating and modifying text and presentation documents for a specific purpose.</p> <p>I know how to use a spell check.</p>	<p>Using google for research.</p> <p>Using PowerPoint to create a presentation about Roman baths.</p>
DT	
<p>I can use the ideas of experts and existing designs to help design my own product.</p> <p>I can create a detailed plan for my product and explain it.</p> <p>I can understand and use mechanical systems.</p> <p>I can select materials and components suitable for a task.</p> <p>I can make accurate measurements to the nearest cm.</p> <p>I can apply the principles of a healthy diet to make a meal.</p>	<p>Design and make a chariot for Boudicca.</p> <p>Design and make a Roman meal for a Roman feast (Roman day).</p>
History	
<p>I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p>I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.</p> <p>I can make valid statements about the main similarities, differences and changes occurring within topics.</p> <p>I can comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p>I can explain why some aspects of historical accounts, themes or periods are significant.</p> <p>I can comment on a range of possible reasons for differences in a number of accounts.</p> <p>I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses</p> <p>I can recognise possible uses of a range of sources for answering historical enquiries..</p>	<p>Discover how the landscape, people and society changed in Roman Britain.</p> <p>Invasion of the Romans, rebellion of Boudicca, building of Hadrian's Wall.</p> <p>Changes in Britain.</p> <p>Invasion of Britain and the building of Hadrian's Wall.</p>
GEOGRAPHY	
<p>I can describe where the UK is located, and name and locate some major urban areas; locate where I live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>I can locate some countries in Europe</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>I can identify and sequence a range of settlement sizes from a village to a city.</p>	

I can describe the characteristics of settlements with different functions. I can understand the physical and human geography of the UK and its contrasting human and physical environments. I can explain why some regions are different from others.	
ART	
I can sculpt clay using a range of tools and techniques	<i>Design and create a clay mosaic.</i>