

Curriculum Driver

Who were the rotten Romans?

Year 3 Spring Term

Linked people of study: Julius Caesar, Boudicca, Emperor Claudius.
Linked texts: Romulus and Remus The Twins who made Rome (Baby Professor)
 The girl and the wolf by Catherena Vermette
 The big book of beasts by Yuval Zommer
 The ways of the wolf by Smriti Prasadam Halls
 You wouldn't want to be a Roman Gladiator by John Malam

Trips/Visitors: STEM workshop
Topic Composite/Finale: Roman Museum
Linked Music: Charanga unit 3 and 4



History

Intent: Children have an understanding of the Roman Empire and its impact on Britain.

Skills, and Knowledge Components Focus

- Order events over a larger timescale.
- Distinguishing between fact and opinions and given reasons.
- Children pose own questions to gain an understanding of the topic.
- Question why something happened and how it impacted people.
- Language specific to topic.

Sticky Knowledge:

- The Romans lived in Rome, a city in the centre of the country of Italy.
- It is thought that one of the reasons the Romans invaded Britain was to conquer land, gain more slaves and collect the many precious resources in Britain including metals such as lead, tin, gold and silver.
- The Romans had a huge, organised army that included very skilled soldiers. This helped them in winning battles with others.
- The Romans were famous for building long straight roads for transporting legions, supplies and goods.
- A legion was a large section of the Roman Army
- Julius Caesar was the famous Roman leader who attempted to invade Britain.
- Boudicca was a Saxon queen who fought back against the Romans.
- Emperor Claudius was the first Roman emperor to successfully invade Britain.
- The Celts were the people living in Britain.
- Picts were people living in Caledonia (Scotland).
- In 55BC Julius Caesar tried to invade Britain.
- BC means Before Christ and this refers to any date that is before the year Jesus was born in Christian belief.
- AD means Anno Domini and means anything after Jesus was born in the Christian belief.

Key Vocabulary: Romans, Caledonia, invade, emperor, Legion, Picts, Roman Empire, conquer, slaves, Celts, aqueducts, Gods, Goddesses, Roman Baths, AD, BC

Subject Composite: Roman museum showcasing the term's work. Invite visitors.

Impact: Children are excited to find out more about history. They ask questions as they are keen to find out more about the topic. They enjoy re-enacting events from the past and demonstrate their understanding through the use of role play and class discussions.

Geography

Intent: Children can use map skills to locate places in the UK that were invaded by the Romans.

Skills, and Knowledge Components Focus

- Locate on a map- human and physical characteristics of the UK.
- Name and locate counties and cities of the UK.
- Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK.
- Use four points of a compass.
- Use aerial photographs

Sticky Knowledge:

- I know that a grid reference is a location on a map identified by letters and numbers.
- I know that an urban area is where there are towns and cities.
- I know a rural area is where there is countryside, further away from towns and cities.
- I know that the four points of the compass are North, South, East and West.
- I can locate Ben Nevis- Scotland on a map. I know this is a physical feature of the UK.
- I can locate all of the capital cities of the UK on a map. I know these are human features of the UK.
- I know that the Roman Baths is a human feature of the UK.

Key Vocabulary: human and physical features, atlases, globes, aerial photograph, North, East, South, West, Compass, urban, rural, locate, cities, population, Capital.

Subject Composite: Roman museum showcasing the term's work. Invite visitors.

Impact: Children use maps to support their understanding of events in history. They develop on their understanding of where they live in the UK and compare this to larger cities in the UK.

Science

Intent: Children have good scientific knowledge of forces and magnets

Skills, and Knowledge Components Focus

- Ask relevant questions when prompted
- Set up simple practical enquiries, comparative and fair tests
- Make systematic observations using simple equipment
- With prompting, use various ways of recording, grouping and displaying evidence
- Suggest how findings could be reported
- With prompting, suggest conclusions from enquiries
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings.
- Suggest possible improvements or further questions to investigate
- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Sticky Knowledge: I know...

- Force is the scientific word for the pushing and pulling effect.
- Friction is the force that can make it difficult for things to move when they touch each other.
- A balanced force is when two forces are equal and there is no movement.
- A magnet is a piece of iron or other material which attracts some metals towards it.
- Magnetic means objects that can be pushed or pulled by a magnet
- North and south ends of a magnet
- Attract is the force of one object pulling another object towards it.
- Repel is the force of one object pushing another object away from it

Key Vocabulary: Force, friction, surface, magnet, magnetic, magnetic field, pole, attract, repel, balanced force,

Subject Composite: Children will create own compass and use it alongside map skills.

Impact: Children understand how forces and magnets are used in every day objects and can this knowledge to explain how things work and ask questions.

Art

Intent: Children develop a range of techniques when using clay.

Skills, and Knowledge Components Focus

- Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.
- Manipulating clay using fingers and tools.
- Decoration techniques such as embossing, engraving and imprinting.
- Begin to research great artists and designers through time.
- Begin to include elements of other artists work in their own.
- Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.

Sticky Knowledge:

- A sculpture is a model or statue made out of different materials such as stone, metal, cardboard and clay.
- I know that engraving is indenting into a soft surface.
- I know embossing is to decorate a surface by adding another layer.
- I know that slip is used to join pieces of clay together.
- To join clay together I need to score the clay.
- I know that Eduardo Paolozzi is a Scottish sculptor and artist.
- I know that Michelangelo is a famous artist born in Rome in 1475. He painted the ceiling of the Sistine Chapel in Vatican city.

Key Vocabulary: manipulate, clay, emboss, engrave, engraving, sculpture, slip, score, Michelangelo, Sistine chapel, Eduardo Paolozzi, indenting,

Subject Composite: Children will use skills learnt over the term to create a Roman Bust to display in their museum.

Impact: Children are inspired by the work of famous artists and can explain how they have been influenced by the artist.

Design and technology

Intent: Children will investigate different types of catapult and use what they have discovered to design, make and evaluate their own.

Skills, and Knowledge Components Focus

- Explore and analyse existing products.
- Combine materials and give reasons for choices
- Consider why products are good (or not) and how effective they are at meeting their purpose.
- Suggest ways of improving their own and others work.
- Consider how some products have helped the world.
- Explore how to make structures stronger, stiffer and more stable using more / other materials.
- Create models which use wheels, axels, hinges to make specific parts move.

Sticky Knowledge:

- Axels are rods that help wheels to rotate. The wheel can either rotate freely on the axel, or be attached to (and turn with) the axel.
- Mechanisms are parts that make something work.
- A catapult is an item used to launch an object to a far distance.
- A Trebuchet is the most accurate and efficient catapult.
- Stability is when something is stable and firm.

Key Vocabulary: mechanism, axel, wheel, hinge, catapult, strengthen, stability, Trebuchet, Dionysius the Elder.

Subject Composite: To make a catapult to use in a model battle.

Impact: Children understand that products are designed to solve problems.

Computing

Intent- Children will have the necessary skills to send an email with an attachment. They continue to build on their understanding and awareness of online safety.

Skills, and Knowledge Components Focus

- Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.
- Open received emails and save attachments to appropriate place.
- Recognise unacceptable behaviour online.
- Identify a range of ways to deal with inappropriate content.

Sticky Knowledge:

I know..

- I know that email is a method of sending electronic communication from one device to another.
- As well as sending a message, files such as photos, music and videos can be attached to the email.
- I know that the recipient is the person who you are sending the email to.
- I know that the 'subject' is what the email is about.
- I know that I must tell an adult immediately if I see or hear something unacceptable online.

Key Vocabulary: email, compose, address book, subject, recipient, sender, attachment, file, communication

Subject Composite: Children to create an email to send to their families inviting them to their Roman museum. The email will contain an attachment.

Impact: Children can confidently send an email with an attachment and use this skill for a real life