

Thematic Planning for Summer Term

Romans

Year 3

Additional Requirements Prior to the Unit:

- Week 1: Plan for entry day ... order materials to create shields and mosaics
- Plan/Book experience day to Lunt Fort Week 9

Week 1

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Analyse primary and secondary sources of evidence to learn about the past and know the difference between them.
Knowledge:	<ul style="list-style-type: none"> • To understand and discuss the legend of the founding of Rome • Know and use the Roman Numerical System

Teacher guidance

Session outcome: LAUNCH DAY – Clips App with children’s narration of the legend of the founding of Rome.

Lesson exploration	<ul style="list-style-type: none"> • As a hook into the entry day, give children a Roman Numerals code breaker. Discuss with them Roman Numerals and the value of each of the letters using this system. Children will receive a letter from Julius Caesar that they must crack the code to, revealing a secret message – for example, the code could reveal the name of their new topic or detail what they will be finding out during the launch day. • Children have a rotation of activities to immerse them in the topic: ACTIVITY ONE: Children create their own Roman mosaics. ACTIVITY TWO: Explain to children that Roman soldiers used scutum (shields) to protect themselves during battle. Children will create their own scutum that can be used to recreate battle scenes later in the topic. POSSIBLE MATHS LINK: symmetrical scutum. ACTIVITY THREE: Children will be provided with a range of sources linked to Romulus and Remus (i.e. images of statues linked to the she-wolf seen throughout Rome, accounts from Titus Livius – a Roman historian, artwork depicting the story and a recount of the legend of Romulus and Remus. Discuss with the children whether the sources are primary or secondary. Children to create a PADLET/categorise into hoops the primary and secondary sources, discussing how they know. Photograph for evidence. Give children the story of Romulus and Remus and discuss. Using iPads, children use the app Clips to narrate the story of the founding of Rome.
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Week 2

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features • Investigate land use patterns
Knowledge:	<ul style="list-style-type: none"> • To understand the magnitude and spread of the Roman Empire. • Know about Roman Settlements

Teacher guidance

Session outcome: Map-skills: plotting countries on a map.

Lesson exploration	<p>The ancient Romans were based in Rome in Italy, but they ruled over land that stretched far beyond the borders of Rome. This was called the Roman Empire, and it covered large parts of land all around the Mediterranean Sea – and even part of Great Britain. Mention Hadrian’s Wall.</p> <p>Introduce the vocabulary of Empire and Emperor.</p> <p>Give children some countries – for example Hispania, Gaul, Britannia, Judea etc. Can children use their research skills to find their modern-day names?</p> <p>Using a map and sticky dots, children must plot and locate the countries using an atlas.</p> <p>Sticky Knowledge: Link to prior learning on Europe to consolidate knowledge from last topic.</p>
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Week 3

Focus Subject(s):	Geography	History
Skills	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline • Use dates and terms to describe events 	
Knowledge:	<ul style="list-style-type: none"> • To understand the magnitude and spread of the Roman Empire. • To know what made the Roman army successful 	

Teacher guidance

Session outcome: Timelines

Lesson exploration	<p>Begin lesson with a Kahoot quiz to recap learning on the countries in the Roman Empire and the Roman names of these countries from last lesson.</p> <ul style="list-style-type: none"> • Give children a set of cards linked to the chronology of the Roman Empire’s expansion. Children to make their own miniature timelines, pegging events on to a piece of string to show events chronologically. Have a large version of the timeline on the class display so that you can keep adding as the theme progresses. • Use timeline and maps completed last lesson to look at how empire expanded over time to conquer many countries. Tell the chn that in this lesson they will find out some of the reasons why the Romans were so powerful and why their army was described as a ‘fine fighting machine’. Show BBC film clips and provide a range of sources for children to investigate why the Roman army was so powerful including: the size and organisation of the army (how it was divided up into legions containing about 5000 men each and how these were further subdivided into cohorts, centuries and contubernium); what they wore; the weapons they used; the training they received; the tactics they used etc. • Ask the children to make a list of reasons why the Romans were such a fine fighting machine and why they were so successful for 4 centuries. Gather information together. Make headings for your list of reasons, i.e. Size, Organisation, Equipment, Weapons, Training, Tactics. • They could make a group booklet where each child on a table produces a page for the booklet about one of the headings.
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Week 4

Focus Subject(s):	Geography	History
Skills	<ul style="list-style-type: none"> • Use evidence to answer questions about the past. • Analyse primary and secondary sources of evidence 	
Knowledge:	<ul style="list-style-type: none"> • Know what life was like for a Roman Soldier 	

Teacher guidance	
Session outcome: Funny Face App to record monologue of a Roman soldier	
Lesson exploration	<p>Begin lesson with a Quiz Quiz Trade to recap learning on Roman army from last lesson.</p> <ul style="list-style-type: none"> • Pose the question: What was life like for a Roman legionary? Ask children to share their thoughts with their partners based on what they found out last lesson. Tell chn that today we will find out about the life and role of a soldier in the Roman army. Watch the BBC clips to discover what daily life was like and what other jobs Roman soldiers had to do when they weren't training or fighting in battles. Children to make notes on their duties and the pros and cons of being a soldier in the army. • Teach children how to march in formation like a Roman soldier (they could use their shields they created on launch day) Tell the chn that you are a centurion and as legionaries they will obey every command. Pick up the staff and use a strong voice – Legionaries form a line. Parati – sinister, dexter, sinister, dexter (as you say this stamp down your feet on the spot in rhythm left, right, left, right). Staying in role, encourage chn to march on the spot in line while you bark the command. Every now and again call – parati, claudio! (get ready, stop). Repeat a few times. Once chn can march on the spot in time, and halt on command, put them into a square formation and teach them to march (use the instructions on the sheet of simple Roman army commands (session resource). Now you are ready to invade Britannia! Photograph to evidence in books. • Tell chn that you are going to write a diary of a day in the life of a soldier from the perspective of a Roman soldier. Children can use the Funny Face app to record their diary. Create a QR Code and load to Seesaw for evidence in books AND/OR children write their diary entry into their books.



Week 5, 6 and 7 (You may wish to have a DT day to complete this whole project in a day)

Focus Subject(s):	DT (Textiles)
Skills	<ul style="list-style-type: none"> To understand the need for a seam allowance To join textiles with appropriate stitching To select the most appropriate techniques to decorate textiles Improve upon existing designs giving reasons for choices
Knowledge:	<ul style="list-style-type: none"> Know what a vexillum was and describe its purpose

Teacher guidance	
Session outcome: Children design and make a vexillum (Roman flag)	
Lesson exploration	<p>Begin the lesson with a treasure hunt quiz around the school grounds (weather permitting) to recap learning on life in the army.</p> <ul style="list-style-type: none"> Explain to the children that every legion had a standard bearer who carried their vexillum into battle. This was like a flag with their legion number on it (in Roman numerals) and the symbol or emblem which represented their legion e.g. eagle, serpent. <p>DESIGN Allow children opportunity to research and sketch some of the different symbols found on the Roman vexillums and to find out what the symbols represented about the particular legion. Children to design their own vexillum sketching it and labelling with the designs, colours and the materials they need.</p> <p>MAKE Give each child a square/rectangle of red fabric, yellow/gold fabric, a needle and thick gold/yellow thread, thin red thread, gold tassel fringing. Also give them each a practice piece of fabric to practice different stitches as they go.</p> <p>Show children how to create a hem at the top (this will need to fit a thin wooden dowling stick through when they have finished their product) Children practice the stitch first and then use a simple running stitch (in the same colour as their fabric) to create a hem trying to keep the smaller stitches on the front and larger stitches on the back.</p> <p>Model how to use backstitch to create a Roman Numeral. Children to practice this stitch on their practice piece. Then chalk their Roman numerals onto their fabric to ensure they are neat and consistently sized. Then children use back stitch to sew their numerals on their flag. They will need to use fairly thick thread to make this really stand out.</p> <p>Model how to draw and cut their symbol from the gold/yellow fabric. Then show how to use running stitch around the edge to sew it on to their vexillum. Children to cut out their symbol from gold fabric using a cardboard template first and attach it to their vexillum using running stitch around the edge.</p> <p>The children could use running stitch to sew on their tassels at the bottom or they could be taken out in small groups to use a sewing machine to sew the tassels along the bottom.</p> <p>EVALUATE Children to evaluate their design and finished product. What went well? What did they find challenging? What would they improve if they were to do this again?</p>



Week 8

Focus Subject(s):	History	Geography
Skills	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate about the past e.g. dates, time period, era, change, chronology Understand the concept of change over time (Iron age > Roman Empire) Explain views about why settled in specific places giving reasons 	
Knowledge:	<ul style="list-style-type: none"> Know who Julius Caesar was Understand the reasons why Julius Caesar invaded Britain in 55 BCE. 	

Teacher guidance	
Session outcome: Role play	
Lesson exploration	<p>Big Questions: Why did the Romans settle in Britain?</p> <p>Begin with a Kahoot quiz to recap whole topic so far.</p> <ul style="list-style-type: none"> What was Britain like before it became part of the Roman Empire? Who were the Celts? How long had they lived there? How did they live? Look at some pictures. Children to see what they can infer about life in Iron Age Briton. Introduce children to Julius Caesar. When did he come to Britain? Revisit timeline and add this event to it if necessary. Why did he come? Because Britain had rich natural resources of iron, tin, copper, gold and silver and also had good farmland. Imagine what it was like to have been an Iron Age Briton and to have seen the Roman ships approaching. Look at images of Roman galleys. Note the oars as well as sails. Tell chn that we are going to role-play this as drama. Set up three PE benches at an angle to the corner of the hall, parallel but staggered – these are your Roman galleys. <p>FROM HAMILTON TRUST:</p> <p>Allocate roles: three Celtic narrators (confident readers) each with a narrative script (<i>session resource</i>), three more Celts to mime their roles, Romans – five or six to each PE bench (they should sit astride and hold an imaginary oar in both hands); the rest of the class should play Celts. Choose a Roman to be the drummer. They will keep the rowers in time beating a slow... 1... 2... 3... 4... with a strong beat on 1. The rowers should whisper 1,2,3,4 to themselves in time with the drum. They lean right forward on 1 and then slowly lean back on 2,3,4 as if pulling a heavy oar. Use faces to show the strain! This may take a few minutes practice! Assemble the Celts in their settlement but with the three narrators and the three miming Celts somewhere closer to the Roman ships. Settlement Celts should mime their jobs (e.g. cooking, building, tilling the soil, tending animals). Begin with the drummer – slow 1,2,3,4 twice. Rowers silently count the beats and start on next 1. Start Braveheart music after 20–30 secs. Once the music is heard the drummer should stop but rowers continue. Narrators begin with clear, loud, slow voices that project over the background music. Three cliff-top Celts pick berries, look out to sea, point, shade eyes, gesture fear, shock and wonder at the ships. Celts need to listen to the narration as they mime. Rowers can freeze frame when Celts run to the settlement. Narrator 2 should pause after Narrator 3's first reading to allow the Celts to arrive back at the settlement and gesture the news to the tribe. The whole tribe should mime shock and then creep back to the cliff top to watch the Romans land on the beach. Fade out music of Braveheart and fade in 'The Armed Man'. One Roman playing Julius Caesar gives Latin commands to form a square and march army away from the boats and onto British soil.</p> <p>Discuss how it felt to be in role as a Roman. Triumph, pride, confidence? What about the Celts? Possibly fear, shock, disbelief, despair?</p> <p>Film and create a QR code for books or take photographs for children to stick in books and write about.</p> <p>Explain to the children that although Caesar conquered the capital, he had to return to Gaul and was unable to stay in Britain. The full conquest of Britain didn't happen until a century later.</p>

Week 9

Focus Subject(s):	History	Geography
Skills	<ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans Describe the changes that have happened in the locality of our school and city throughout history. Give a broad overview of life in Britain from ancient until medieval times 	
Knowledge:	<ul style="list-style-type: none"> Understand what life was like for Celtic people in the days of Roman Rule. Know the influence that the invasion of the Romans had on Britain today 	

Teacher guidance	
Session outcome: TRIP	
Lesson exploration	Trip to Roman Lunt Fort

Week 10

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Compare two versions of same events or practices in history and identify differences between accounts Suggest causes and consequences of some key events in history.
Knowledge:	<ul style="list-style-type: none"> To know that there was resistance to Roman Occupation To know about a key historical figure of the time (Boudica)

Teacher guidance	
Session outcome: Class debate	
Lesson exploration	<p>Big Question: How did the lives of the Celts change under Roman rule?</p> <p>Look at a selection of pictures of Boudica including some cartoons, statues, modern and classic depictions of her. Does anybody know who this lady is? What can you infer about her? What do the pictures have in common? How are they different? Which is most reliable as a picture? Why might they be unreliable? Who may have drawn them? How might the artist affect what you think of the picture? Talk about concept of bias.</p> <p>Watch the video https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j</p> <p>Children to discuss in table groups why Boudica wanted to fight the Romans and why the Romans wanted to fight Boudica. What did the Celts and Romans think about Boudica?</p> <p>Split the class in half – half are Celts and half are Romans. The Celts work together to prove that Boudica was a heroine. The Romans work together to prove that she was a villain.</p> <p>Both sides create an argument and choose a spokesperson to present them. The spokesperson for the Celts presents the arguement that Boudica is a heroine. The Romans can challenge and ask them questions and the Celts defend their arguement. Now the Roman spokesperson presents their argument about why they think Boudica is a villain. The Celts can challenge and ask questions.</p> <p>At the end of the lesson, the children decide their personal opinions. Ask them to imagine a line across the room one end being ‘Hero’ and the opposite end being ‘Villain’. Ask them to stand at either end or somewhere in between depending on their own personal thoughts about Boudica.</p> <p>Children write a paragraph inside a thought bubble stating their argument which can be attached to a photograph of them in the line or taking part in the debate.</p>



Week 11

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Use digital computer mapping to describe features
Knowledge:	<ul style="list-style-type: none"> Know how the Roman occupation of Britain helped to advance British Society

Teacher guidance: Understand the concept of change over time.

Lesson Outcome: Model of a Roman road

Big Question: How has the invasion of the Romans impacted upon British Society today?

Pose the question: What did the Romans do for us? Tell children that the Romans did lots at the time to advance and develop society and that some of these things were so important and had such an impact that they still remain today. Do the children know any of these things? Allow time to discuss. Watch the clip <https://www.bbc.co.uk/bitesize/clips/z6vb4wx>

Share ideas e.g. alphabet/language, calendar, baths, roads, aqueducts, sewage systems, underfloor heating

From Hamilton Trust

Tell the chn that today we will learn about how and why the Roman's developed the roads and how we can see the Roman influence today. How did the Romans construct their roads? What shape was the surface of the road? Why? It is remarkable that after 2000 years some Roman roads can still be seen today! Explore roads in the locality that are Roman roads – can children use digital mapping to locate these roads?

Some of our roads still travel the exact route that Roman roads travelled. Look at the first slide on the PowerPoint (session resource). It shows lots of different Roman routes that run from city to city along straight routes. Look at slide 2 and point out how straight the roads are. Explain that the ending of a place name can show us that it was once a Roman town. Make a list of all the towns and cities on the map that end in caster, cester, chester or eter. Are any of the Roman towns near where you live? Perhaps you may have seen Roman remains.

Look at a map showing the Roman roads in Britain. What do they notice? They are all fairly straight. Why was this? How did Romans develop roads? Made them straighter; they made them so they were slightly higher in the middle with drainage ditches either side; and they also made the surfaces stronger and foundations better. Work in pairs to match the correct label to each layer of the Roman road cross-sectional diagram by pairing up the letters. Allow a few minutes for discussion and response. Invite chn to give their labels for each line explaining their reasoning. (Answers: A-I, B-J, C-H, D-K, E-L, F-G.)

Can children use the resources provided on their tables to recreate the layers of the Roman road? Many examples on Pinterest/internet including edible ones!

Take a photograph of children's work for their books.
Add the development of the roads to our timeline.



Week 12/13

Focus Subject(s):	Design Technology
Skills	<ul style="list-style-type: none"> • Use software to design and represent product design • Refine work and techniques as work progresses, continually evaluating the product design
Knowledge:	<ul style="list-style-type: none"> • Know the impact that the Romans had and how they advanced society (architecture). • Know how the Romans have influenced life in Britain today.

Teacher guidance

Lesson Outcome: Design, make and evaluate an aqueduct.

Talk to chn about aqueducts. What were they for? Aqueducts are one of the wonders of the Roman Empire. These graceful structures are not only majestic, but are ancient engineering marvels that survive to this day to transport water long distances. The Romans worked out that cities needed a clean water supply. They designed aqueducts under and over ground to bring essential water to the people rather than them having to go and fetch it. Having access to clean water meant fewer people would become ill. Look at pictures of ancient Rome and aqueducts. Explain to chn that in the western world this was the first time anyone had really invested important amounts of effort and money into transporting water. This is something we now take for granted. The Romans brought clean water in on aqueducts and carried waste water away in sewers. Look at pictures of the aqueducts. Although they look completely flat they are not. Why would they not have been completely flat? The aqueducts under or over ground had to slope so the water would flow. Give pairs a cardboard tube and a marble. Challenge them to roll the marble through the tube. How slowly can it be done? This was the problem the Romans had with their aqueducts. If the water stopped flowing it would become stagnant and not fit to drink, but if it travelled too fast the town could get flooded or they could waste too much water. Look again at the pictures – what design feature do they all have in common? They often run across huge arched viaducts. This Roman arch is very strong and is still a feature of engineering today.

- Tell the chn that they are the chief water engineer of the Roman Empire. Your challenge is to build an aqueduct that is able to supply the Roman city of Aqueductis with clean water for use in private homes, public baths and fountains, and crop irrigation. If you succeed, the citizens of Aqueductis will be able drink clean water and bathe and work happily. If you fail, there's no telling what the citizens will do! The best design will use the materials and resources provided on their table to deliver water continuously with no spills and little leftover water.

DESIGN – Must Use ICT!

Chn work in groups to design their aqueduct thinking about how they will create arches, how they will ensure the aqueduct channel slopes just the right amount and how they will ensure the channel is water proof. Children to draw a diagram of their model labelling the materials they will use.

MAKE

Children construct their aqueduct ensuring it is waterproof, it slopes very slightly and it uses arches. (The one in the picture at the bottom uses a large coke bottle cut off near the top, a yoghurt pot, a straw and lots of cardboard)

EVALUATE

Chn to evaluate their finished product. Did it transport water effectively? Was it waterproof? Did the structure support the weight of the water as it ran through? What worked particularly well? What would you change in future?



