

CONTEXT TITLE: SWORDS AND SANDALS

Year: 3/4 - St Vincent's Term: Spring 2018

LEARNING CONTEXT

KEY QUESTIONS (LEARNING INTENTIONS)

LEARNING SKILLS (NC/EYFS)

LEARNING OUTCOMES/CHALLENGE/ ASSESSMENT

Stunning start: Day 1 film of a Roman soldier arrives into Year 3/4 assembly ...puts the children into centurion training !

' The Roman empire is expanding . I am needing new soldiers to train- could it be you?' Start training and I will come and meet you on January 22nd '

Could you be a Roman soldier? (2 weeks)

Jan 3rd-19th

TEXTS

Romans -Usbourne

Roman army-Usbourne

What the romans did for us

Find out about ancient Rome

Roman soldiers handbook

Take away task A letter arrives from the centurion trainer -'over the next 2 weeks design and make your Roman costume '

CENTURION TRAINING

Jan-22nd-26th

Jan 22nd Visit from Soldier **BOOK**

ENGLISH: How did you feel when you saw the centurion on the film clip? What do you know about the Roman army already ? Scribe what you know around a picture of them? How will you and your partner sort the Roman soldier statements into 3 categories-true/could be true /not true and blu tac them on your grid? Photocopy this for you both .

HISTORY: Now use film clips,books and websites to gather facts about the army...Who could be a Roman Soldier?

What skills would you need?

What were the conditions like?

What does a Roman soldier wear? What was the armour like? What weapons did they use?

What are the different types of Roman Soldiers?

What training do you need to do to become a Roman Soldier?

ENGLISH: How can we make notes to help us remember key facts? Do bullet points help ?

SCIENCE: Which parts of the body did Roman soldiers want to protect? Why? Where are they in your body?What range of materials did the Romans use for their uniform? Why did they choose iron for the helmet? Prove why? Hard boiled eggs .

PE:How can we develop our dance skills to create movement to show conflict?What training does a legionary need to be fit and strong?

ART: How can we use recycled materials to create a piece of Roman body armour ? MAUREEN ? **BOOK**

ART: How can you use black pen and water wash to draw the Roman soldier?

COMPUTING: Can you use the ipad to take 2 photos of the soldier and his armour/equipment? How can you crop and edit to improve your image? Can you use Photogrid to make a montage of the days training?

MATHS: Can you solve the maths problems for the Roman soldier and send him your solutions?

ENGLISH: What details will you include in your letter home from army training ? **HISTORY:** What new labels can you add to your Roman soldier photo? Can you label the armour in English and latin? What information will you include on your top tips card for a Roman

History:to find out about the past from a range of sources of information; to ask and answer questions ; recall , select and organise historical information; communicate their knowledge in a range of ways

Eng:In reading make use of organisational features of non fiction text, in writing to provide detail and information

Sci: To compare the properties of different materials hardness/flexibility/strength

PE: To know why activity is of value for health and well being.Devise and perform dances employing a range of movements patterns

Notes around a collecting picture

Statement grid

Research skills and note taking

Science

investigation..observations and predictions of materials

Armour

Fitness training

Drawing of the visiting soldier

Photogrid of day

Cropped and edited photo of the armour

Maths problems answered

Letter home

Top tips card

Labelled roman soldier

Jan 29th - Feb 9th

Letter from the Roman soldier- ' So good to meet you all and see your hard work. You need to discover more about life in my time. I have arranged a visit for you -'

BOOK

Visit to Roman site eg: Fishbourne or museum exhibition

ENGLISH: What are some good questions we want to ask about Roman life on our visit? Why are there Roman ruins in Britain? **COMPUTING:** What will you include in your blog recount of our day out ?

HISTORY: How do we know about The Romans? What is an archaeologist? What techniques , skills and instruments do they use? What can we learn from them?

What can we learn about Roman life from our visit to see artefacts? Books? Film clips? What do you think was the best and worst job in Roman society?

MATHS: Which shapes tessellate ? Can you design your own mosaic pattern with tessellating shapes? What do we need to understand about geometric patterns to produce our own floor?

HISTORY: To ask and answer questions selecting info relevant to the line of enquiry

MATHS: Further understand the 4 operations. Construct and draw 2d patterns. Identify shapes geometric features

History: To know about social and cultural aspects of the Roman society. To have a sense of where The Romans are in time periods. To be able to remember and organise historical info.

Recount of our visit

Photostory 3 of key features of our trip(edit photos)

Mosaic pattern..showing symmetry and repeated pattern (maths)

Best and worst job grid (ask Nicky)

Listen to an archeologist

The story of Boudicca ' I am planning to invade Briton and need your help against a woman called Boudicca - find out about what she plans .'

Feb 19th - 23rd

TEXT

To be found

HISTORY: Who was Boudicca? What was her aim? Why did she rise up against the Romans ?

ENGLISH: Listen to the story of Boudicca. What are the 4 main moments in her story? How will your group show the 4 key events in freeze frames? Now pretend you are Boudicca write her speech to her men- what language will you use to persuade them to follow you in battle? What speech will you add onto the photos of your freeze frames?

ART: What scene from Boudicca's story will you create in an illustration? Use black pen and wash.

Story map of the Boudicca story showing main events

Her speech

An illustration inspired by the story of Boudicca

Escape from Pompeii Volcanoes

'Something terrible has happened in Pompeii I need to return to Italy-'

Feb 26th-March 16th

TEXTS

Escape from Pompeii by
Christina Balit

Other non-fiction volcano
texts.

Geog: Where is Pompeii? What terrible event happened there in Roman times?

ENGLISH: Is this story based on a real event? Has it ever erupted again? How would it have felt to have been in Pompeii? Why did the people feel so safe with the volcano there but it was so dangerous? How do you think Tranio persuaded Livia to leave? What language will you use to write their escape through the streets?

What are the facts we can find out about the disaster from the story? What else do we want to know? **SEE POST ITS IN YOUR COPIES**

GEOGRAPHY: What is a volcano? How are they formed? Where in the world are they? What are the different types of volcanoes? What are the different parts of a volcano called? What impact do they have on people and nature? What types of eruptions are there? How can volcanoes be good for you?

SCIENCE: Could we simulate our own volcano?

What changes take place?

What is volcanic rock like? How does it compare to chalk and flint? Out of 5 rocks which is hardest? Prove it? Where does volcanic rock come in the order?

IT: How can we present our poems using IT and include a border and a picture?

ARTS: How will you use acrylic paints to represent the eruption? **MAUREEN BOOK**

What dance movements can you create to represent volcanoes?

How can you create your musical score based on the volcano eruption so that someone else could play your tune? See?

Science: 1d to describe and classify rocks according to their characteristics such as texture / appearance / permeability
Sc3 2d that non reversible changes result in new potentially useful materials

Geog: 4 a/b explain physical and human processes explain how they can result in changes in places/environment.

Ask geographical questions. Use suitable geographical vocab. Know where the studied volcanoes are located,

ENGLISH: To be able to work through the editing process on narrative piece. To extend their vocab and apply inventively.

ICT: Assemble And organise text including images

Arts: Investigate and combine the visual/tactile qualities of materials matching them to the works purpose. Practice ,rehearse and perform for an audience using unturned instruments

Make group volcano -- film the volcano erupting.

Talk about the simple chemical reactions.

Rocks investigation recorded

Own volcano poem presented electronically with border and picture

Volcano painting

Technical vocabulary labelling a volcano diagram

Narrative Writing from the children running away

Musical score

Fabulous finish: 'I need your applications to be in my legion'....children write to the soldier....who responds to their letters with an invitation to a Roman feast 'You have made the grade let's celebrate'