

Unit planner: The Big Question - Did the Romans really rule the world? Year 3 6 week

Lead Subjects: History, Literacy, Science, Geography		Starter: A Roman feast - children to guess the cuisine and the country it originates.					
Outcome: Children to have a strong understanding of Roman life and its effect on the modern world.		Learning Challenge: How has life been different through history?					
<p><u>History</u> Pupils should be taught to: Use an increasing range of common words and phrases relating to the passage of time. Understand the changes in Britain from the Stone Age to the Roman Empire. Understand the impact the Roman Empire had on Britain. Place historical periods in a chronological framework. Use a variety of resources to find out aspects of Roman life. Look at similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about time - artefacts, diary. Be able to ask and answer questions about key events during the period studied Talk, draw or write about aspects of the past.</p> <p><u>Writing</u> Pupils should be taught to: Write a story using the main features of a Myth including setting description. Organise work using paragraphs to group related material. Use inverted commas to punctuate direct speech Write using the main features of a report including headings and sub-headings. Plan writing by discussing writing that is similar. Plan by discussing and recording ideas. Draft and write by recording ideas in a given structure. Spell words correctly from the year 3 literacy appendix. Proof read own work to check for errors in spelling, grammar and punctuation. Evaluate and edit own work using Purple Polishing Pens to make corrections. Read work out loud to a group or the whole class with fluency and accuracy. Write using a legible joined script.</p> <p><u>Geography</u> Pupils should be taught to: Use and interpret maps, globes, atlases and digital mapping to locate countries. Ask and respond to geographical questions. Use basic geographical vocabulary.</p> <p><u>Science</u> Pupils should be taught to: Compare how things move on different surfaces. Notice that some forces need contact between two objects but magnetic forces can act at a distance. Compare and group together a variety of everyday objects on the basis of whether or not they are attracted to a magnet. Understand and use language such as attract, repel, poles in discussion and writing. Set up simple practical scientific enquiries, observe, record and report findings. Identify differences, similarities or changes related to simple scientific ideas and processes. Make predictions, draw simple conclusions and suggest improvements. Use straightforward scientific evidence to answer questions or support findings.</p> <p><u>ICT</u> Pupils should be taught to: Recognise familiar forms of input and output devices and how they are used. Make efficient use of familiar forms of input and output devices. Understand that computer networks enable the sharing of data and information.</p> <p><u>RE</u> See SACRE document</p> <p><u>Music</u> Pupils should be taught to: Listen with direction to a range of high quality music Understand that composition is when a composer writes down and records a musical idea</p>	<ul style="list-style-type: none"> • Look at the position of the Roman Empire in terms of the other areas the children know. Compare to Stone Age and modern life. • What was life like for pre-historic people in Britain and how did this change when the Romans arrived? • What was life like in different parts of the Roman Empire? Learning about the different cultures and classes. 	<ul style="list-style-type: none"> • 	<p>Learning Challenge: What did the Romans ever do for us?</p> <ul style="list-style-type: none"> • Look at the culture of Rome and how it has influenced the world. • Modern life and how it has been effected by the Roman Empire. • Caesar's attempted invasion and the successful invasion by Claudius as well as the British resistance to the invasion. • Romanisation of early Britain - RE focus the spread of Christianity. • Roman food- Look at cultural differences in food and make some traditional Italian dishes. 	<ul style="list-style-type: none"> • 			
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<p><u>ICT</u> Pupils should be taught to: Recognise familiar forms of input and output devices and how they are used. Make efficient use of familiar forms of input and output devices. Understand that computer networks enable the sharing of data and information.</p> <p><u>RE</u> See SACRE document</p> <p><u>Music</u> Pupils should be taught to: Listen with direction to a range of high quality music Understand that composition is when a composer writes down and records a musical idea</p>		<p>Learning Challenge: Can you feel the force? (Discreet science unit)</p> <ul style="list-style-type: none"> • Investigate how friction can affect the movement of objects on different surfaces. • Investigate how magnets attract and repel then group objects depending on this attraction. • Complete a scientific report on their investigations to show the process that they have gone through and the results they have found. • Roman roads- link with friction and why we choose to use different things for roads. 		<p>Pupil lead learning:</p> <ul style="list-style-type: none"> • Researching who and what the Roman did? ICT • Music - appraise composer and listen to music from the roman era. 			
<p>Text types:</p> <ul style="list-style-type: none"> • Myth writing • Character description 		<p>Literature:</p> <ul style="list-style-type: none"> • Romans comic strip 		<p>ICT:</p> <ul style="list-style-type: none"> • Google Earth • Virtual tour to explore Roman landmarks 		<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> • Science experiment- assessment of ability to work scientifically as well as group work opportunities. 	
<p>Reflection:</p> <ul style="list-style-type: none"> • What would it have been like to live in Roman Britain? • How has our area changed since the Romans? • How do your own beliefs compare to those of the Romans? 		<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	

- *Comic strip*

- *Seesaw*