

Year 3: Revolting Romans
Key Text: Romulus and Remus
Term: Autumn 2

Prime question: How did the Romans leave their mark on Britain?

Subsidiary questions: (linked to one or more archaeological sites from the Stone Age to the Iron Age)

1. When and how did the Roman Empire start?
2. When did the Romans invade Britain and what battles did they fight?
3. What was Roman life like in Britain?
4. How did the Romans use science to heat their homes?
5. How did the Romans change Britain?
6. What can we learn from the Romans?

Science

- Recognise that we need light in order to see things and that dark is an absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.

Geography

- Use maps, atlases, globes digital computer mapping (to locate prehistoric sites).

History

The Roman Empire and its impact on Britain

- Julius Caesar's attempted invasion in 55-54 BC.
- The Roman Empire by AD 42 and the power of its army.
- Successful invasion by Claudius and conquest, including Hadrian's Wall.
- British Resistance, e.g. Boudica.
- 'Romanisation' of Britain: sites such as Crofton Roman Villa and its impact of technology, culture and beliefs including early Christianity.

Art

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

DT

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products (compare with Fishbourne, Bignor, Chedworth, Littlecote)

Music

- Improvise and compose music for a range of purposes using the interrelated dimension of music. (Compose the own musical score to portray Roman Life)
- Develop an understanding of the history of music (exploration of instruments used in Roman times e.g. aulos, buccina, cornu, lyre, Roman tuba, tympanum etc.)

Computing

We are communicators

- Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.