

Class: Sycamores

Theme: History/Geography, art

Length of time: 10 weeks

Big question: What did the Romans ever do for me?

Hook from our 5 star pledge/enrichment programme: Visit from a Roman Centurion

<u>Key learning Outcome for theme(possibly published)(if appropriate)</u>		<u>Maths links</u>	<u>Key Vocab essential to comprehension and learning</u>
<p><u>National curriculum objectives</u></p> <p>History - the Roman Empire and its impact on Britain</p> <p>Geography - Locational knowledge locate the world's countries, using maps to focus on Europe name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Art –creating Roman shields to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history(Roman shields).</p> <p>Science – Light, electricity and sound – Light</p>	<p><u>National curriculum key skills</u></p> <p>History -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study? Can I describe how the past has been divided into different periods of time? Can I explain my reasons for placing objects, people and events in a particular order? Can I use dates and historical terms to describe historical periods? Can I use the terms BC and AD to locate dates of invasion and occupation? Can I describe features of past events and make links between them? Can I describe features of historical events beyond living memory? Can I identify common themes and features? Can I compare similar events from the present and past? Can I talk about the impact of events on the lives of the people of the time? Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life? By the end of year 4... Can I use a range of information to ask and answer questions about the past? Can I use interpretations, pictures and written sources to build a picture about the past? Can I compare and contrast the ways of life of people from different historical periods?</p>	<p>read Roman numerals to 100 (I to C)</p>	<p><u>History</u> Roman, invasion, Britons, kingdoms, tax, empire, emperor, trade, rebellion, conquer, defeat</p> <p><u>Geography</u> Plot, key, regions, identify, physical features, human features, maps, atlas, grid reference, co ordinates</p> <p><u>Art</u> –shields, emblem, bose, symbolism</p> <p><u>Science</u> –</p>

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the 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 <p>Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases <p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 	<p>Geography- Can I locate the main countries of Europe?</p> <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I use two-figure grid references?</p> <p>Art- Practice fine control with small pointed brushes and water colour or inks & fine brushes.</p> <p>Develop vocabulary to name <u>colours</u> using primary and secondary colour names together with other words. eg. 'dark reddish purple.'</p> <p>Science – Light, electricity and sound</p> <p>Can I look for patterns in what happens to shadows when the light source moves or the distance between the source and the object changes?</p> <p>Can I explore and observe the way sounds is made through vibration?</p> <p>Can I find out how pitch and volume can be changed in a variety of ways?</p> <p>Can I observe patterns related to electricity?</p> <p>Can I explore what happens when light reflects off a mirror or reflective surfaces?</p> <p>Can I find patterns in the sounds that are made by different objects?</p> <p>Can I investigate which materials make the best insulation against sound?</p> <p>Can I construct simple series circuits?</p> <p>Can I understand precautions for working safely with electricity?</p> <p>Can I look for and measure shadows?</p>		
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<ul style="list-style-type: none"> • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors 			
<p>Elicitation Task: linked to big question KWL – What did the Romans ever do for us? Chn to record ideas using words and drawings.</p> <p>Use the outcomes from this to adapt the sequence as appropriate.</p>			
<p>Other subjects not linked to this topic – English (narrative), maths - number & place value, addition and subtraction, tables knowledge *</p>			
<p>Other events – Harvest, Diwali, Christmas Production, Christmas carols, Christmas crafts at The Avenue, Christmas fair</p>			