



Medium-Term Planning
Focus Subject: Geography
Secondary Subject: Art and DT



Term and Year:	Year 4/5 – Autumn 2 - 2020
Teacher:	Mr Churchill
Topic:	History – The Roman Empire and its impact in Britain
Key Question(s):	What did the Romans ever do for us?
Key Themes:	Legacy, influence
Debate Question/Discussion:	The Roman invasion was good for Britain - discuss
Memorable Experience:	Arbeia/Vindolanda visit

National Curriculum Objectives Addressed for History:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Key History Skills:

Chronological Understanding

- Use terms related to period and begin to date events.
- Understand more complex terms e.g. BCE, AD etc.

Knowledge and Understanding of events, people and changes in the past

- Look for links and effects of time studied
- Offer a reasonable explanation for some events

Historical enquiry

- Use a wide variety of sources including the library, e-learning for research
- Ask questions and find answers about the past
- Begin to identify primary and secondary sources of information

Historical interpretation

- Look at the evidence available and begin to evaluate the usefulness of different sources.
- Look at different versions of the same event in history and identify differences.

- Compare accounts of events from different sources.
- Offer some reasons for different versions of events.

Organising and communicating

- Know the period in which the study is set
- Display findings in a variety of ways
- Work independently and collaboratively in groups, showing initiative
- Use appropriate terms, matching dates to people and events
- Record and communicate knowledge in different forms

Key History Vocabulary:

- Invasion – invaders
- Indigenous
- Emperor - empire
- Natural
- Resources
- Slavery – slave – servant
- Constructed - construct

“Can I” Questions		Activities
Lesson 1	<p><u>Why did the Romans invade Britain?</u></p> <ul style="list-style-type: none"> • Can I explain why the Romans invaded Britain? 	<p>Before sharing the title of the topic and any other details, teacher to take children to ‘invade’ another classroom (with permission) for resources-namely glue sticks, felt tip pens and art materials. Record invasion for floorbook.</p> <p>Teacher and children to discuss what has just happened-how did they feel taking items without permission, would this be acceptable in today’s society, how would they feel if the same thing happened to them etc. Children to create a pro and con list for invasion.</p> <p>Teacher to establish the importance of viewpoint and perspective.</p> <p>Teacher to share flipchart/powerpoint detailing where the Romans came from, why they invaded Britain-what do the children think of the invasion, can they empathise with why the invasion occurred and how people on both sides would have felt.</p> <p>Children to create a diagram/poster in books explaining the main reasons why Britain was invaded.</p>

Lesson 2	<p><u>Why did the Romans build roads in Britain?</u></p> <ul style="list-style-type: none"> • Can I why the Romans needed roads? • Can I explain the influence and legacy road building has had on modern-day Britain? 	<p>REVIEW PREVIOUS LESSON AND RECAP WHY THE ROAMANS INVADED BRITAIN.</p> <p>Teacher to explain that this lesson will focus on what the Romans did whilst they were in Britain. Teacher to explain that one of the most significant events that occurred was the building of roads-ask the children why they think this was important.</p> <p>Teacher to use flipchart/powerpoint how Roman roads were constructed and why.</p> <p>Teacher and children to consider the impact that this has had on our society today-what does it mean in terms of travelling, the invention of vehicles. Crucially, what do the children think Easington would be like without the building of roads? Discuss. Children to create a diagram of what our village would be like without roads-no a19, no road through the village, no cars-how would people travel, would they be able to travel great distances, would they be able to go on holiday etc.</p>
Lesson 3	<p><u>Why did Emperor Hadrian build a wall?</u></p> <ul style="list-style-type: none"> • Can I explain why Hadrian's Wall was built? 	<p>REVIEW PREVIOUS LESSONS AND RECAP WHY THE ROAMANS INVADED BRITAIN AND BUILT ROADS.</p> <p>Teacher to explain that Hadrian's Wall was built across the North of England and can still be visited today. Teacher to provide a primary source of information as to why the wall was built and a secondary source of information as to why the wall was built. Which source do they think is the most useful and why-discuss as a whole class (reading skills imperative within this session).</p> <p>Children to use both sources of evidence to formulate an answer as to why Hadrian's Wall was built. Crucially, the children must explain within their answer which source they found the most useful and why when considering answering historical questions.</p>

Lesson 4	<p><u>Why did the Romans build baths?</u></p> <ul style="list-style-type: none"> • Can I explain why the Romans built baths in Britain? 	<p>REVIEW PREVIOUS LESSONS AND RECAP WHY THE ROAMANS INVADED BRITAIN, BUILT ROADS AND CONSTRUCTED HADRIAN'S WALL.</p> <p>Teacher to ask children what they understand from the term 'bath'. Teacher to explain that in Roman Britain, baths were extremely important as a means of cleaning and socializing. Ask the children to research what baths were and how they were used.</p> <p>Children to then draw a comparison between old and new-what is our equivalent of a Roman bath? Leisure centre, spa etc. Do the children think that these modern day equivalents would be here without the invention of the Roman baths? Children to design their own modern day version of a Roman bath-what would it include, what would it look like, who would work there etc.</p>
Lesson 5	<p><u>What else did the Romans do for Britain?</u></p> <ul style="list-style-type: none"> • Can I research what else the Romans did whilst they were in Britain? 	<p>REVIEW PREVIOUS LESSONS AND RECAP WHY THE ROAMANS INVADED BRITAIN, BUILT ROADS, WHY HADRIAN'S WALL WAS BUILT AND WHAT ROMAN BATHS WERE USED FOR.</p> <p>Teacher to explain task to children and provide various resources for research- ipads, laptops, non-fiction texts etc-the children must investigate what other achievements the Romans had whilst in Britain. The children must work in groups of 3 or 4 and produce a presentation that explains their area of research. Possible areas of research-use of language, aqueducts and sewage, use of land and animals, heating of buildings etc.</p>
Lesson 6	<p><u>The Roman invasion was good for Britain-discuss.</u></p> <ul style="list-style-type: none"> • Can I discuss and debate the argument: "The Roman invasion was good for Britain." 	<p>Children to use the information they have learned over the last half term to discuss and debate whether or not the Roman invasion was a positive or a negative. Children must incorporate the history vocabulary taught and assimilated in their answer to this question.</p> <p>*answer to topic question will be in the form of topic presentation. The children will need to consider viewpoint and perspective i.e. it was good for the Romans who got richer and their Empire became more powerful but for the indigenous people of Britain, it was a negative event as many people died and were enslaved.</p>

Art and DT

National Curriculum Objectives Addressed for Art:

Key Stage Two

Children should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

Key Art Skills:

- Understand that it has been sculpted, modelled or constructed. NC 1.2
- Use a variety of materials. NC 1.2
- Make informed choices about the 3D techniques chosen. NC 1.2
- Plan, design, make and adapt models. NC 1.2
- Show an understanding of shape, space and form. NC 1.2
- Talk about their work. NC 1.1

Key Art Vocabulary:

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| <ul style="list-style-type: none"> • 3-dimensional • Sculpt / sculpture • Model / modelled • Shape | <ul style="list-style-type: none"> • Bust • Technique • Space • Form |
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'I can...' Statement(s)		Activities
Series of lessons	<ul style="list-style-type: none"> • I can sculpt a 3-dimensional bust. <p>(THIS WILL TAKE LESSONS ACROSS THE COURSE OF A WEEK IN ORDER TO COMPLETE)</p>	<p>Roman Sculpture</p> <p>Sculpture is the art of creating a 3-dimensional image by carving, <u>moulding</u>, or chiseling.</p> <ul style="list-style-type: none"> • 3D Form: <p>The children will be asked to create a 3-D bust of their own face. Mod-roc can be used to take a cast of their face and then formal elements of shape, space, form and texture will be added.</p> <p>An alternative would be to sculpt a bust from clay and then use various tools in order to form, mould, shape and create specific details that can be added to the bust.</p>

