



Long Term and Medium-Term Planning History And Geography Focus With Art And DT As Secondary Subjects



Term and Year: Spring 1 - 2019	Topic: History – The Romans
Teacher: A. Mayer	Key question(s): Who were the Romans? Why and how did they invade us? Who was Boudica? What was Roman life like? What impact did the Romans have on Britain?

All challenge activities and related 'I can' statements are to be highlighted in green.

Subject	National Curriculum Objectives		'I can...' Statement(s)	Activities
History	Pupils should be taught about: <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain. 	Lesson 1 – Invaders and settlers. The Celts	<ul style="list-style-type: none"> • I can discuss the difference between an invader and a settler with my peers. • I can chronologically order historical periods by completing a time line. (Observed – cut and stick team activity.) • I can show that I know what life was like in Britain before the Romans invaded by finding out facts about the Celts. <p style="color: green; margin-left: 20px;">Some of us will be able to:</p> <ul style="list-style-type: none"> • explain whether Romans were both invaders and settlers and give reasons for our thoughts. 	<ol style="list-style-type: none"> 1. Why do people move home? What is a settler? What is an invader? PB SS1 pg 3-6. Group discussion. Feedback to class. 2. PB SS1 pg 9-13. Pupils to complete a time line showing when the Romans Invaded Britain. Cut and stick activity. Discuss answers. 3. PB SS3. What was life like for the Celts? Fact finding exercise. Discuss answers. <p style="color: green; margin-left: 20px;">Challenge The Romans were both invaders and settlers? Do you agree or disagree? Explain your thinking.</p> <p style="margin-left: 20px;"><i>NOTE: Roman invasion comprehension to be done in guided reading.</i></p>

		<p style="text-align: center;">Lesson 2 – Roman Invasions/Army</p>	<ul style="list-style-type: none"> • LA – I can label a picture of a Roman soldier with support. • MA/HA – I can label a picture of a Roman soldier using information on a text I have read. <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> • answer questions about the equipment a Roman soldier used in detail. (Game.) 	<ol style="list-style-type: none"> 1. PB SS 2 pg2-5. When did the Romans invade? Who were Julius Caesar and Claudius? TW SS – View to show the spread of the Roman Empire over time. 2. PB SS 2 pg 6-12. The roman army. 3. LA – Label picture of a Roman soldier using given words. MA/HA – Read ‘Equipment of a Roman Soldier’ sheet and use the information to label the diagram of the soldier. <p style="color: green;">Challenge Paired activity. Read ‘Equipment of a Roman Soldier’ sheet and take turns to choose a question card and answer it in as much detail as they can.</p>
		<p style="text-align: center;">Lesson 3 – Boudica (May take 2 lessons.)</p>	<ul style="list-style-type: none"> • I can participate in a ‘hot seating’ activity to show that I understand that different people had different opinions of Boudicca. • I can retell the story of Boudica’s revolt. <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> • Pretend to be Boudica and write a diary entry about a key event in the revolt against the Romans. 	<ol style="list-style-type: none"> 1. PB SS 3. Who was Boudica? Was she right to revolt against the Romans? Discussion. 2. Hot seat ‘Celts’ and ‘Romans’ about their opinion of Boudica. 3. PB SS 3a pg. 3-8 or suitable video clip. Discuss Boudica’s revolt in more detail. 4. Writing task. Re-tell the story of Boudica’s revolt. Provide LA with a basic time line of events to support. PB Work pg. 1 and 2. <p style="color: green;">Challenge Pupils are to imagine they are Boudica and write a diary entry about a key event in the revolt against the Romans. PB Work pg. 4.</p> <p style="text-align: center; color: purple;">BEFORE THE TRIP RUN THOUGH THE PPT ABOUT HADRIAN’S WALL.</p>

		School Trip	Trip to the Great North Museum.	The class will participate in a workshop focusing on the Romans and the impact they had on Britain. They will also study the Roman exhibition in the gallery of the museum and complete a work booklet about the Romans based on the facts they find out. A focus will be on Hadrian's Wall.
		Lesson 4 – What was life like in Roman Britain?	<ul style="list-style-type: none"> I can investigate and discuss what life was like in Roman times and present my findings to the class. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> independently research an aspect of Roman life and record the facts found in a workbook. 	<ol style="list-style-type: none"> PB SS 4. What was life like in Roman Britain? Pupils to work in groups. LA to read information cards and match up the questions to the right answers. PB Work 6A. MA/HA groups to be given different picture cards and questions to answer about each picture. Present their findings to the rest of the class. Provide pupils with information cards about each picture to support them in completing the activity if necessary. <p>Challenge</p> <ul style="list-style-type: none"> Pupils are to choose an area of Roman life to investigate further (e.g. food, clothing, religion). They are to use an iPad to gather information and record the facts in their book.
		Lesson 5 – How have the Romans influenced our life?	<ul style="list-style-type: none"> I know that the Romans introduced many inventions that we still use and rely upon in present times. I can show this by writing a letter to the Roman Emperor to thank them for the inventions they left behind. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> explain how Roman inventions have developed and improved over time. 	<ol style="list-style-type: none"> PB SS 5. How have the Romans impacted on life today? Pupils are to choose two or three Roman inventions/introductions that they think are the most important. Write a letter to the Roman Emperor explaining why they are grateful for these inventions. <p>Challenge</p> <p>In the letter, pupils are to also explain how the inventions have developed and improved over time.</p>

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Art	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	Lesson 1 – Mosaic Design	<ul style="list-style-type: none"> I can design a Roman mosaic tile. Some of us will be able to: <ul style="list-style-type: none"> produce more than one design, choose one design to create and give reasons for that choice. 	1. TW Mosaic ppt. Work through and discuss. Look at different examples of Roman mosaics. 2. Sketch/design a Roman tile. Challenge Pupils are to produce more than one design. They should then choose one design to create – reasons for the choice should be given.
		Lesson 2 – Creating a Mosaic	<ul style="list-style-type: none"> I can follow a design to produce a Roman mosaic tile. Some of us will be able to: <ul style="list-style-type: none"> Create a tile featuring a trickier circular design (time permitting). Evaluate the tile produced by saying what went well and what they would change/do differently if they were to produce another tile. 	1. Study the chosen design from last lesson. 2. Teacher to model how to complete the task. 3. Pupils to create their mosaic. Challenge If time, pupils could create a trickier circular mosaic pattern. Pupils can evaluate their tile by discussing what went well and what they would change/do differently if they were to produce another tile.

ICT and PE – planned by –

Music – Managed by the Music Co-Ordinator. Charanga to be used in school.

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units