

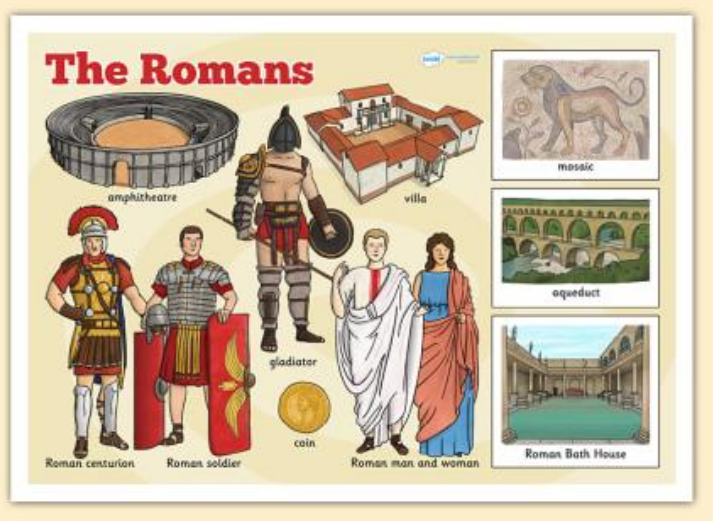


## Roman Rampage Pendower Class

### Essential Knowledge / Skills

By the end of this unit the children will know...

- How did the Romans come to Britain?
- Why did the Romans come to Britain?
- How did Britain change after the Romans invaded?
- Who was Boudicca?
  - RE week – What does it mean to be Hindu in Britain today?
  - Science week – What is the effect of the solar system on us?
    - What could space exploration look like in the future?



### Links to Christian values – compassion, perseverance, wisdom

#### Compassion

In Pendower we celebrate the compassion and kindness that children show to one another. We will continue to do this and promote these behaviours as children work together to learn about the Romans.

#### Perseverance

As children face new experiences and new challenges this term, perseverance will be a class focus.

#### Wisdom

Children will apply their knowledge of the past, in particular, their understanding of the Stone Age to Iron Age to contextualise the passing of time into the Roman era, as well as using observations that they have made about the world to build a knowledge of our solar system whilst building investigative skills for the future.

### SMSC / British values links

#### British values

**Mutual respect and tolerance** – Within our RE week this term we are going to be finding out about Hinduism and the children will be learning about how we show respect for and celebrate different religions

#### SMSC

Spiritual and moral – We will continue to build on our understanding of spirituality. We will also be finding out about what it is like to be a Hindu in Britain whilst making comparisons about what it is like to be involved in a variety of groups which share beliefs and morals.

Social – Collaborating on projects which extend our learning and involve us developing social skills which are transferable in and out of the classroom.

Cultural – Investigating how the culture that exists in Britain today was influenced by the Romans.



# Roman Rampage – Theme Content

## Core Subjects

### Writing

Our writing will be based on our Roman topic this term and include learning to write newspaper articles, writing descriptions of Roman cities using Escape from Pompeii as a focus, writing recounts in the form of diary entries and writing non chronological reports which show what we have learnt about the Romans.

Year 2 will be focussing on extending their sentences using conjunctions and adding detail to their writing with adjectives and adverbs.

Year 3 and 4 will be focussing on adding detail, including fronted adverbials and expanded noun phrases, as well as incorporating more sentence structures into their writing.

All year groups will be working on rereading and editing their own writing.

### Reading / Key Texts

**Romans on the Rampage – Jeremy Strong**  
**Escape from Pompeii – Christina Balit**  
**Ruthless Romans – Terry Deary**

### Applied Maths

- Children will be learning about Roman Numerals in the context of our topic.
- Children will be using measuring skills during DT to create a Roman Chariot

## Foundation Subjects

### History

- We will be exploring who the Romans were, where they came from and how and why they invaded Britain, including finding out about the Roman army, Roman beliefs and Roman culture.
- We will learn about how life changed in Britain during Roman times including significant events that occurred and the significant individuals that were a part of it.

### Art & Design / Design Technology

- Our Design and Technology learning come from our topic, The Romans, this term. Children will have a go at constructing aqueducts, chariots and catapults. They will explore how to incorporate moving parts into the things that they make and reason about how types of material, joins and equipment will affect the strength, purpose and resilience of their structures.

### RE Week - What does it mean to be Hindu in Britain today?

- Children will be able to:
  - Explain how Hindus show their faith in their families.
  - Explain how Hindus show their faith in their communities.
  - Identify some similarities and differences in the ways that Hindus show their faith.
  - Raise questions and suggest answers about what it is like to be a Hindu in Britain and how that may differ to other parts of the world.
  - Know the terms dharma, Sanatan Dharma and Hinduism and say what they mean

### Science Week – Space

This will be a child led investigation into aspects of space that they want to find out about.

Children will be able to:

- Ask scientific questions about the solar system.
- Use observation, investigation and research to answer their questions
- Investigate what space travel might be like in the future in connection with Spaceport Cornwall

## Non topic based

### Maths

- Multiplication and Division White Rose Unit
- Length, perimeter and area White Rose Unit

### Computing

- Children will be using computer coding to create programs linked to our science learning on space. Including making games which involve controlling a rocket, directing a spaceship and earning points to gain rewards.

### French

Children will be learning to give information in French and to write simple sentences, including using vocabulary in relation to the months of the year, days of the week, their birthday and the people and animals that live with them.

### PE

Focus – Basketball

To include: dribbling, shooting, passing, attacking and defending skills.

Focus – Tag Rugby

To include: passing, throwing and defending skills.



# Roman Rampage – National Curriculum

## Core Subjects

### Writing

Year 2 – Proof-reads to check for errors in spelling, grammar and punctuation.

Use co-ordination (e.g. or / and / but) and some sub-ordination (e.g. when // if / that / because) to join clauses.

Year 3 and 4 - Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.

Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).

Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').

### Reading / Key Texts

**Romans on the Rampage – Jeremy Strong**  
**Escape from Pompeii – Christina Balit**  
**Ruthless Romans – Terry Deary**

### Applied Maths

Year 4 - Read Roman numerals to 100 (I to C) and knows that over time, the numeral system changed to include the concept of zero and place value.

Estimates, compares and calculates different measures, including money in pounds and pence.

Year 3 - Measures, compares, adds and subtracts: lengths (m/cm/mm);

Year 2 - Chooses and uses appropriate standard units to estimate and measure length/height in any direction(m/cm)

## Foundation Subjects

### History

Year 2

- children should learn about events beyond living memory that are significant nationally or globally (the building of Hadrian's wall, the Roman invasion and withdrawal.)
- children should learn about the lives of significant individuals in the past who have contributed to national and international achievements (Julius Caesar, Boudicca)

Year 3 and 4 –

- children should learn about the Roman Empire and its impact on Britain

Including: 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, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity

### Art and Design / Design and Technology

Year 2 –

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Year 3 and 4

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

### RE Week

Understand the impact:

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
- Make sense of belief:
- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
- Make connections:
- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society. Give good reasons for their ideas.

### Science Week

Pupils should be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Year 2 - asking simple questions and recognising that they can be answered in different ways and using their observations and ideas to suggest answers to questions

Year 3 and 4 - Asking relevant questions and using different types of scientific enquiries to answer them, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

## Non Topic Based

### Maths - White Rose Coverage

- Multiplication and Division White Rose Unit
- Length, perimeter and area White Rose Unit

### Computing

Year 2 - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions, create and debug simple programs, use logical reasoning to predict the behaviour of simple programs.

Year 3 and 4 - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

### French

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

### PE

Year 2 - participate in team games, developing simple tactics for attacking and defending  
Year 3 and 4 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending