



Topic Overview: SMSC/PSHE/British Values: Team with elements of Achieve and Respect

The Roman Empire and its impact on Britain: Leading on from the children's study of the Iron Age, they will consider what life might have been like for the Britons when the Romans 'turned up', imagining how they may have felt disrespected. They will track the progress of the Roman Army and how working as a **team** allowed them to conquer such a significant area of the world and become such a formidable empire. The children will be immersed in some of the developments that the Romans brought such as roman numerals and architecture, and develop an understanding of the impact that these achievements had. By exploring timelines, the children will explore when the failed and successful attempts to invade Britain were made and why it was so important to the Romans to build an empire. Through research, the pupils will begin to build a picture of why Claudius wanted to conquer Britain and ultimately why some Romans wanted to leave Rome. Finally, the children will explore how the invasion impeded the rights of the Britons which ultimately led to rebellions like that led by Boudicca.

Lead subjects:

English

Year 3 Learning Journey - Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Non Fiction 		 Historical Fiction	 Historical fiction		Roman inspired poetry - including I am a Roman Soldier
Writing	Text driver: Animated short - Veni Vidi Vici Purpose: To Entertain Audience: Year 3 and parents Form: Adventure story with 5 parts			Text driver: I was there - Boudica's Army Queen of Darkness Purpose: To persuade Audience: Celts Form: Rallying speech in the role of Boudica		

PSHE: Being my best

- Keeping myself healthy and well
- Celebrating and developing my skills
- Developing empathy

Art: Roman Architecture

The children will explore Roman architecture through, sketching, painting and digital imagery

MFL

French - Our School

PE:

Athletics
Circuits
Swimming

History - Roman Britain

Key skills: chronology, historical interpretation, historical significance

- How can we learn about life in the past?
- When did the Romans invade?
- Why did Claudius want to invade?
- Why did the Romans want to invade Britain?
- Why did Boudicca revolt?
- How did the Romans impact Britain and their way of life?
- What have the Romans done for us?

Geography: European study-Rome

- Where did the Romans come from? Using maps, atlases, globes and digital mapping locate Italy and the spread of the Roman Empire.
- Using historical information—draw a map of what Europe may have looked like in AD63.
- Plot a route that the Romans may have used to get to Britain.
- Why did they come? Land use and settlement, climate, vegetation, biomes.
- How did Rome compare to Portsmouth?

Science - Light

Children will understand:

That there must be light for us to see

Light comes from a light source.

What happens to light as it hits: opaque, transparent, translucent and reflective surfaces.

How shadows are formed

How light from the sun can be dangerous to their eyes

Children will act as a scientist by:

Setting up practical enquiries and reporting their findings based on the evidence they have gathered

Non-lead subjects:

Computing: We are architects
Computer Science:

Produce a computer-aided design (CAD) drawing of a Roman Villa

RE: CHRISTIANITY

Theme: Places of Worship

Key Concept: Sacred places

Enquiry: What makes a place sacred?

Music:

Objectives:

- Invent simple patterns using rhythms and notes C-D-E.
- Compose music, structuring short ideas into a bigger piece.
- Notate, read, follow and create a 'score'.
- Recognise and copy rhythms and pitches C-D-E
- Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group.
- Move in time with the beat of the music.
- Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).

