

# Rampaging Romans



**Be world-wise**

By understanding the Roman invasion and the impact on Britain

## History

Outcome: invite parents in to share what we have learned

As historians we should already know:

- Understand common words and phrases relating to the passing of time.
- Understand timelines can be divided into BC and AD.
- Place periods of history studies onto a given timeline.
- Select and record relevant information from written sources.
- Ask focused questions in order to find out specific information about the past.
- Use a number of given source to infer information about the past.

As historians we will:

- Understand the Roman Empire and the impact it had on Britain
- Develop and adapt questions based on what they find and what they still need to know.
- Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).
- Use a number of sources to infer information about a specific aspect of the past.
- Use timelines to place key events from within the period studied.
- Understand sources can be sorted into two categories: primary and secondary.
- Understand common words and phrases relating to the passing of time

Vocabulary:

republic, patricians, plebians, consuls, veto, dictator, Etruscans, Rome, Tiber River, province, aquaducts, colosseum, barbarian, emperor, gladiator, toga, Pantheon, chariot, Basilica, amphitheatre, hypotheses, change, continuity, my conclusion is.., evidence suggests, on one hand, cause, effect, chronology,

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## Geography

### Vocabulary:

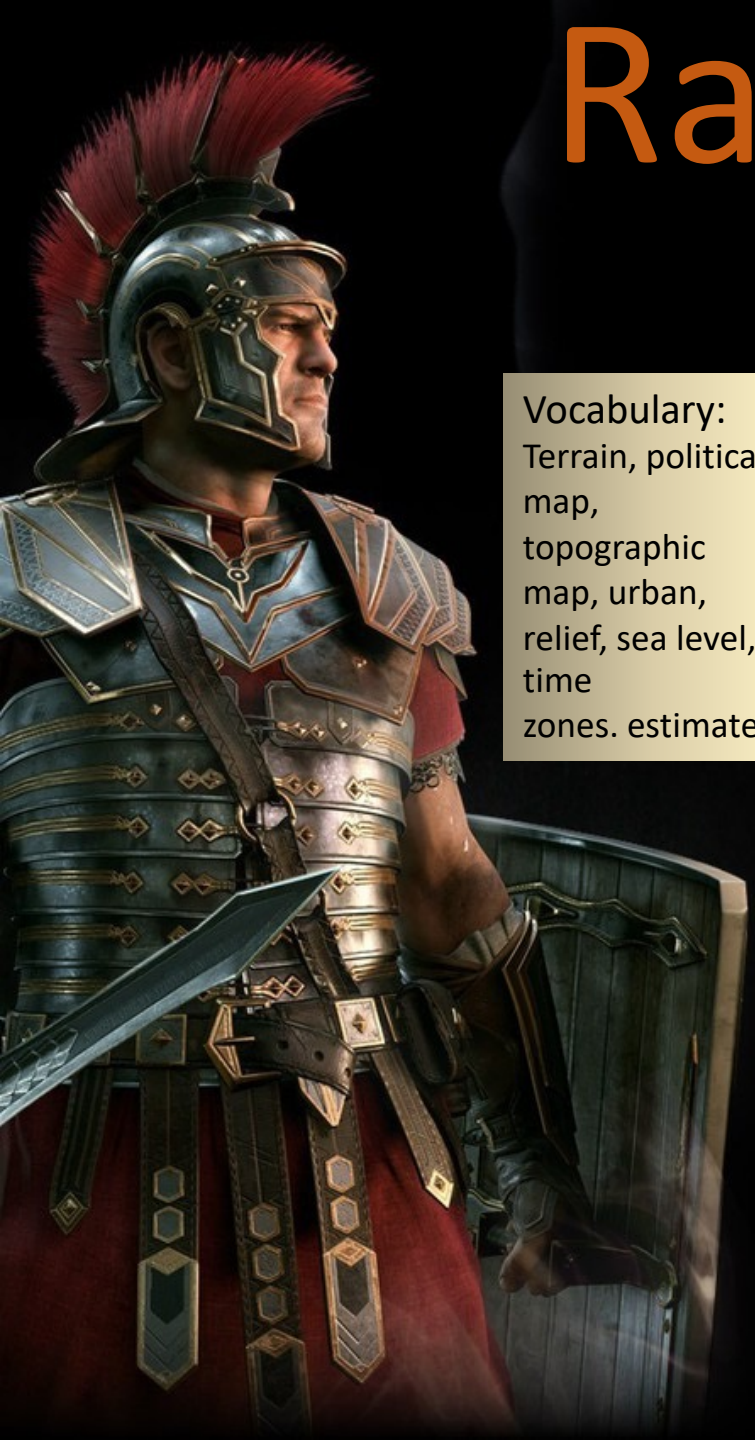
Terrain, political map, topographic map, urban, relief, sea level, time zones. estimate

As geographers we should already know:

- 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
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

As geographers we will:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Use maps, atlases, globes and digital/computer mapping





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## Science

As scientists we should already know:

- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

As scientists we will:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which materials change state (in Degrees Celsius)

Vocabulary: absorption, solid, liquid, gas, state, degrees celsius, evaporation, dissolve, particle, temperature, bond, thermometer, sublimation, boiling point



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## Art

As artists, we should already know:

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work
- Reflect upon what they like and dislike about their own work in order to improve it.
- Know about and describe the work of some artists, craftspeople, architects and designers
- Be able to explain how to use some of the tools and techniques they have chosen to work with.

As artists we will:

- Use sketch books purposefully to develop and refine ideas and plan for an specific outcome. (e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)
- Investigate the nature and qualities of different materials and processes systematically.
- Apply the technical skills they are learning to improve the quality of their work. (e.g, in painting they select and use different brushes for different purposes)
- Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.
- Shape and model materials for a purpose Use tools and equipment safely and in the correct way.
- Select and use appropriate techniques for joining materials. Select and use various techniques to create 3D artwork using cardboard (e.g. layering, rolling, weaving, folding etc

Vocabulary:  
plane, free-  
form,  
geometric

**Be creative**

By designing and making  
our Roman sandals

Outcome: Make our own Roman Sandals – 3D art

We will learn about the famous artist Mike Leavitt



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## D&T

As design technologists we should already know:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

As design technologists we will:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

## Be world wise

By making our own Italian dishes

Vocabulary: carbohydrate, protein, dairy, fat, vitamin, mineral, crumbly, crunchy, greasy, creamy, gooey, moist, mushy, slicing, mixing, spreading, raw, reared, caught, allergies, kneading, baking

Outcome: making our own Italian dishes