

# Our Learning Journey through the Topic

Can I retell the events of the Roman invasion?

Why did the Romans build roads?

Boudicca's rebellion. Can I see the events of the Roman invasion from different perspectives?

Hadrian's Wall. Why was it built? What was it like?

How do Roman Baths work?  
Enquiry and Research Skills

Who did the Romans worship?  
Gods and Goddesses.

How can we find out more?  
Enrichment: Grosvenor Museum  
Roman Day

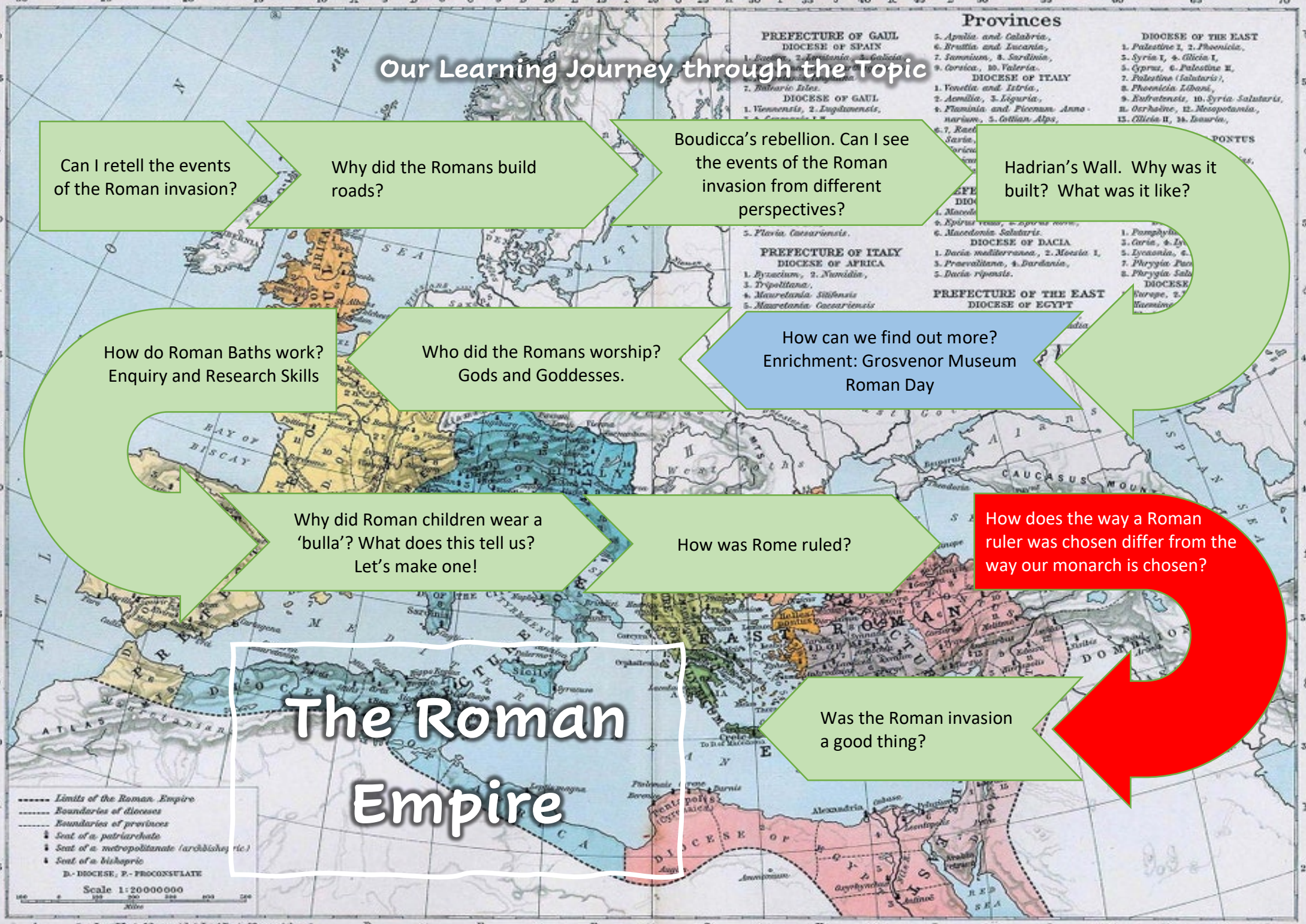
Why did Roman children wear a 'bulla'? What does this tell us?  
Let's make one!

How was Rome ruled?

How does the way a Roman ruler was chosen differ from the way our monarch is chosen?

# The Roman Empire

Was the Roman invasion a good thing?



## The Roman Empire

**Term taught in:**

**Spring**

**Number of Weeks:**

**9**

### Objectives

### Outcomes

#### **HISTORY**

- Use some dates and historical terms when ordering events and objects.
- Describe some aspects of the Roman Empire and recognise its impact on Britain.
- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise that different versions of past events may exist.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways

#### **Your child will:**

- Develop their chronological knowledge and understanding of world and British history by learning about the Roman Invasion of Britain
- Consider events and people and their impact - for example, Boudicca's Rebellion, Hadrian's Wall, Roman Roads and Baths
- Interpret and understand sources to learn about the past.
- Organise and consider how to present and communicate their learning about Gods and Goddesses

#### **DT**

- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.
- Select from a range of tools for cutting, shaping, joining and finishing.
- Use tools with accuracy.
- Select from materials according to their functional properties.
- Use appropriate finishing techniques.
- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Decide which design idea to develop.
- Consider and explain how the finished product could be improved.
- Investigate key events and individuals in design and technology.
- Discuss how well the finished product meets the user's design criteria.
- Use an increasingly appropriate technical vocabulary for tools materials and their properties.
- Understand seam allowance.
- Prototype a product.
- Sew on buttons and make loops.

#### **Your child will:**

- Research Roman purses, materials, uses and contents.
- Practice a variety of different sewing techniques and stitches
- Design a Roman purse according to a design criteria and create a prototype.
- Participate in discussions about improvements that could be made to their design and adjust their original design based on feedback
- Create and evaluate a final product

<b>ART</b> <ul style="list-style-type: none"> <li>• Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>• Choose their own starting point from a range of ideas e.g. a visit to an art gallery, <b>an artefact</b>, digital images, experiences.</li> <li>• Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</li> <li>• Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed.</li> <li>• Begin to understand the historical and/or cultural significance of a chosen artist /art form.</li> <li>• Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</li> </ul>			<b>Your child will:</b> <ul style="list-style-type: none"> <li>• Create coloured designs of their bulla (Roman purse).</li> </ul>		
<b>Key Vocabulary</b>			<b>End Products</b>		
Amphitheatre	Hadrian	Bulla (Roman purse)	<ul style="list-style-type: none"> <li>• Roman purse</li> <li>• Roman Life Fact File</li> </ul>		
Aqueduct	Hadrian's Wall	Seam			
Barbarian	Hypocaust	Stitch			
Boudicca	Legion	Running stitch			
Caesar	Mosaic	Material			
Centurion	Roman roads	Products			
Chariot	Roman baths	Buttons (sewing)			
Empire	Soldier	Needle			
Gaul	Toga	Thread			
Gladiator	Tribe	Eye (of a needle)			
Gods and Goddesses	Villa	Rebellion			
<b>Links to our School Values</b>					
<b>Resilience</b> - creating a Roman purse, in particular sewing.			<ul style="list-style-type: none"> <li>• Being part of Britain - comparing modern British life to the Roman Empire</li> <li>• Individual liberty and Tolerance - during discussion of 'What the Romans ever did for us?' An empire built on slavery versus progress</li> </ul>		
<b>Cross Curricular Opportunities</b>		<b>Enhancements</b>		<b>Misconceptions</b>	
English - Persuasive Text Maths - measure and draw with accuracy		Day trip to Chester to visit the Roman Museum and investigate Roman life in Chester.		<i>Any misconception that would need noting.</i>	