

Curriculum Year 3 Term 3: Resistance to the Romans in Britain

	Curriculum	Local/ Context
History	<p>The Roman Empire and its impact on Britain, this could include: British resistance, e.g. Boudicca “Romanisation” of Britain: the influence of Roman technology, culture and beliefs, including early Christianity. In the fictional setting the challenges will be to decide how to report the events.</p> <p>In the out of fiction mode the classes will have opportunities to investigate the Rebellion through the Colchester website as well as investigating the Iceni tribal lands in and around what is now Essex, Suffolk and Norfolk.</p> <p>KEY WORDS AND CONCEPTS: ICENI, TRIBAL, INVASION, OCCUPATION, CIVILISATION, COMMUNICATION ROUTES AND THE ROMAN SYSTEM OF OCCUPATION.</p>	<p>The Iceni people and their links with Roman rule and Boudicca’s resistance.</p> <p>Fieldwork: Book Norfolk Museum Service/South Norfolk Council for guided tour etc.</p> <p>http://www.caistorromanproject.org/</p> <p>We will explore the tribal challenges by creating through drama; the ICENI tribal people and discover the customs and ways of living. We will explore key events in history of the Eastern Region such as Boudiccan rebellion and the possible options to take during the events such as befriending the invaders, running away or resisting the Romans.</p>
Geography	<p>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</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Iceni settlements and trade links with Romans.</p> <p>Roman settlements- trade routes and international links.</p> <p>Location of Roman Empire and names modern day countries.</p> <p>Location of British cities occupied/extended by Romans.</p>
Science	<p>Light: notice that light is reflected from surfaces. Find patterns that determine the size of shadows.</p> <p>Forces and Magnets: notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Weather reports and comparison between British and Italian</p> <p>Sundials to measure the time of day, shadows marked across the day.</p> <p>Magnets to be explored in the context of the TT team and their technology such as electro-magnetic power.</p>
Design and Technology	<p>Make: Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components, including</p>	<p>Making of a sundial to go in our allotments.</p> <p>Making a very short Roman road using Roman methods, to our allotment.</p>

	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	
Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	<p>Development of Sketchbooks</p> <p>Mosaic</p>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Recorder and general musicianship lessons delivered by Norfolk Music Service</p> <p>Assembly music</p> <p>Summer concert</p>
PE	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics- including competitive system</p> <p>Roman legionnaire training and drill exercises.</p> <p>Outdoor and adventurous manoeuvres using trim trail and creating obstacle courses.</p>
Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>E Safety</p> <p>Effective use of internet.</p> <p>Cross curricular: Keynote/PowerPoint</p> <p>Word documents</p> <p>Online blogs</p> <p>Scratch computer programming.</p>
Spanish	<p>By engaging with other languages, including, where appropriate, those used in their communities, children should:</p> <p>1. look at the patterns, structures and origins of languages in order to understand how language works</p> <p>2. listen to and join in with conversation in other languages and communicate about simple, everyday matters</p> <p>3. Understand how learning other languages can help them appreciate and understand other cultures as well as their own.</p>	Spanish lessons

English	<p>Reading, Comprehension, Spelling, Handwriting Composition, Vocabulary, grammar and punctuation</p> <p>In writing children should: 1. learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. Develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. Explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>English in Context: Non-chron reports: Description of Skara Brae, Scottish Celts, English Celts. Explanation: How was Boudicca killed? Why was Skara Brae abandoned? Persuasion: Joining the rebellion. Discussion: Should we join the rebellion? Should we let Boudicca die? Narrative text rewrite: Batman (rescue) The witches (suspense/thriller)</p>
Maths	<p>Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • Practical activity, exploration and discussion • Using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols • estimating, drawing and measuring in a range of practical contexts • drawing inferences from data in practical activities • exploring and using a variety of resources and materials, including ICT <p>Activities that encourage them to make connections between number work and other aspects of their work in mathematics.</p>	<p>Maths in Context: Map work- distances travelled Roman legions to Norfolk. Time- timetables Training schedule for a Roman soldier. Applied in DT activities Roman numerals and codes (cyphers) for sending messages N-rich open ended problem solving</p>
British Values and SMSC	<ul style="list-style-type: none"> • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. 	<p>In the context of the Iceni Tribes, many aspects of the SMSC and BV's will be drawn out by addressing philosophical matters such as the need for revenge or punishment, Boudicca's forgiveness or punishment, how to tolerate a warlike vision of society? (Roman/ISIS/Crusades) Were the Romans a discriminatory society?</p>