

**West Earlham Junior School Termly Planning  
Year 3 – Summer Term**

**STAGE 1 – PLANNING THE INQUIRY**

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	<ul style="list-style-type: none"> <li>● Iceni resistance to Roman rule               <ul style="list-style-type: none"> <li>▪ Geography: Key topographical features, fieldwork</li> <li>▪ Art: mosaics, frescoes</li> <li>▪ D&amp;T: road building, mechanical systems</li> <li>▪ Science: materials, skeletons, forces</li> </ul> </li> </ul>
2	Consider the aspects of the study that will possibly interest you and the children.	<ul style="list-style-type: none"> <li>● How did the Iceni live before the Roman invasion?</li> <li>● How did the Roman occupation change Iron Age life?</li> <li>● Why did the Iceni rebel against Roman rule?</li> <li>● How did the Romans quell the Iceni rebellion?</li> <li>● What happened to Boudicca during her life?</li> </ul>
3	<u><i>Devise the Inquiry question(s)</i></u>	How was Boudicca poisoned and what were the events that preceded it? How and why did the Roman army occupy Britain and why did the Britons resist it?
4	What lines of investigation can be planned for to support inquiry questions?	<ol style="list-style-type: none"> <li>1. Why was Boudicca so angry at the Romans?</li> <li>2. Why did the Iceni and all the other tribes join the rebellion?</li> <li>3. What was so bad about the Romans if they brought so much technology with them?</li> <li>4. Why didn't the Iceni win when they had a far bigger army?</li> <li>5. How did Roman life differ from the Iceni/Celtic?</li> </ol>

**STAGE 2 – PLANNING THE EXPERT FRAME**

5	Create the expert frame:	
a	Invent the context (scenario):	After returning to our own time, Lady Morag finally meets us unhappy with the mission. Something has turned up in a museum that proves that we did not follow the directives we agreed. It is simply stated that it belonged to Boudicca and it was found in her grave. We must go back and follow her life so that we can get it back before it is buried but the machine is still broken and we can only move in time not space. We must get from Scotland to Norfolk and investigate.
b	Select the expert team	The same team of survival experts and scientist from the previous mission
c	Decide on a client(s)	Wealthy Art Dealer and Billionaire, Lady Morag McGregor
d	Devise a commission	The team must analyse Boudicca's remains, discover her cause of death and travel back to Roman occupied Britain. The team have to travel from Skara Brae into Iceni tribal lands and join the rebellion to discover when Boudicca was given the 'artefact' and whether our involvement affected her death.

**STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS**

6	Create a list of possible activities centred on the commission bearing in mind the inquiry question(s)	<ol style="list-style-type: none"> <li>1. Producing a model of Boudicca's Skeleton;</li> <li>2. Preparing for trip: army training</li> <li>3. Designing travel to Norfolk: How when following the directives? With what?</li> <li>4. Non-chronological reports: Description of Skara Brae, Scottish Celts, English Celts.</li> <li>5. Explanation: How was Boudicca killed? Why was Skara Brae abandoned?</li> <li>6. Persuasion: Joining the rebellion.</li> <li>7. Discussion: Should we join the rebellion? Should we let Boudicca die?</li> </ol>
7	How do these integrate with any aspects of statutory curricula?	<p>Geog – mapping, local area, habitat.</p> <p>Eng - Diary recount, persuasive writing, non-chronological reports, explanation, discussion.</p> <p>DT – design against criteria and evaluate.</p> <p>History – compare and contrast (north/south, Greek/Roman, used/abandoned)</p> <p>Science – properties of materials, skeletons, forces.</p> <p>Art- different mediums, stimuli and techniques.</p>
8	List possible points of view the context will demand and which of the 4 projections of role:	<p>Did everyone oppose Roman invasion?</p> <p>Can we disturb a recent grave?</p> <p>Can we disturb an ancient grave?</p> <p>Was Boudicca poisoned because we were involved?</p> <p>Were the Northern Celts happier than the southern?</p> <p>Should we join the rebellion?</p> <p>Should we let Boudicca die?</p>
<b>STAGE 4 – PLANNING THE START</b>		
9	Invent the first sequence of steps-in to introduce the children to the inquiry	<ol style="list-style-type: none"> <li>1. Meeting the reclusive Lady Morag (in person)</li> <li>2. Examining Boudicca's Skeleton</li> <li>3. Travel to Skara Brae (Analysis of abandonment)</li> <li>4. Design and travel to Norfolk from Orkney (mapping, design, boats, clothes, food etc)</li> <li>5. Joining the Roman army</li> </ol>