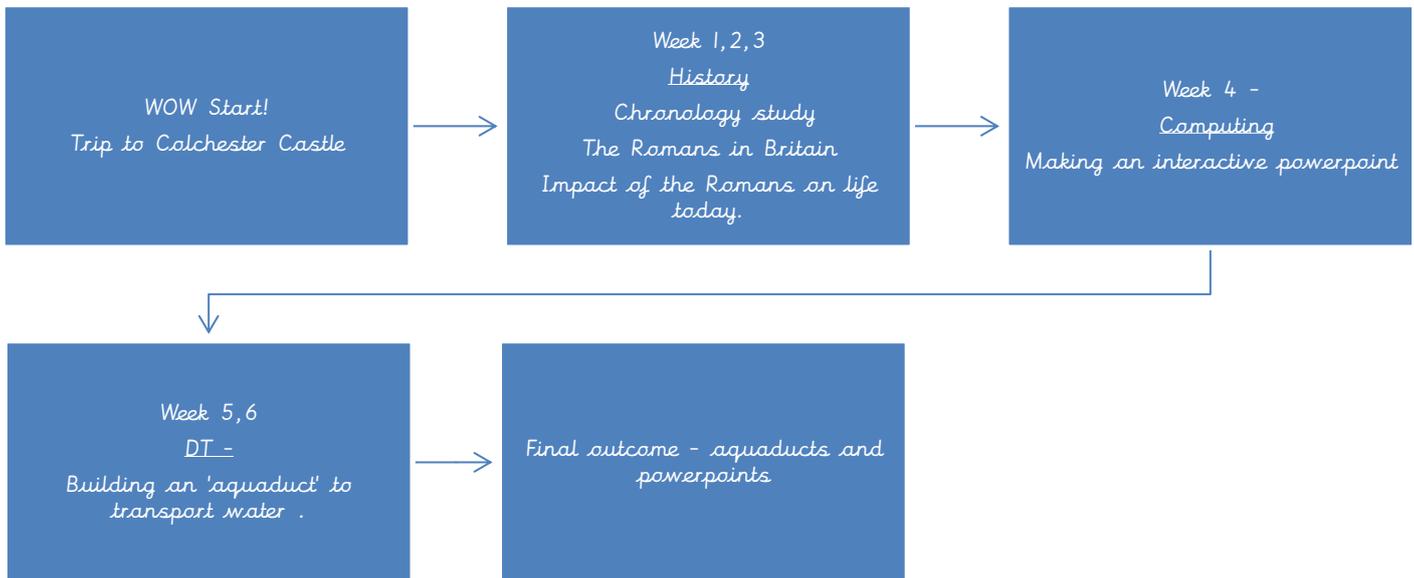


Year 3/4 History based unit Roman Invaders (6 weeks)

Topic overview - Children will continue to understand the chronology of British history building on Stone Age settlers work- moving into the Roman Invasion of Britain. The unit focuses on life in Britain under Roman control rather than Roman Civilisation. The children will carry out a local history study linked to the trip to Colchester Castle.



History skills

- Understand how our knowledge of the past is constructed from a range of sources.
- Carry out a study of local history, linked to the trip to Colchester Castle.
- Ask historically valid questions about change, cause of change, similarities and differences and their significance.
- Note connections, contrasts and trends over time.
- Revisit and use appropriate historical vocabulary to communicate, including:
- **time period**
- **era**
- **change**
- **chronology**
- Give a broad overview of life in Britain from ancient until medieval times, linked to prior learning about early civilisation. (by the end of year ¾)

Previous Knowledge:

Significant events from History (GFOL, Gunpowder plot, Coronation) - Great and Ghastly Events. Local History - Street Detectives. Changes in living memory and over time - Toys.

Computing skills used to research:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

PSHE skills used to research:

- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Previous Knowledge: Rules for and ways to keep physically and emotionally safe, including responsible ICT use and online safety. Recognise that they share a responsibility for keeping themselves and others safe. When to say yes, no, I'll ask or I'll tell

DT skills

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

- Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

DT vocabulary: aqueduct, strengthen, structure, reinforce, design criteria, evaluate, refine
*Previous Knowledge - Explore how they can be made stronger, stiffer and more stable.
 Explore and use mechanisms (levers, sliders, wheels and axels) - Toys*

Computing skills

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Basic skills to be taught alongside:

- Can use print preview - year 3
- Can choose a printer - year 3
- Can choose printer properties when necessary - year 4
- Can delete a file from their work area - year 4

Computing Vocab: software, interactive, design, analysing, evaluating, data

Previous skills taught

Can use the 'undo' command to fix a mistake. Understands file icons.

Reviews and describes effects of their actions and talks about changes to improve their work

Knowledge:

- Learn that Julius Caesar's attempted invasion in 55-54 BC failed and the reasons why.
- Know about the successful invasion by Claudius and conquest, including Hadrian's Wall.
- Study British resistance, for example, Boudica.
- Learn about the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity - linked to the local study of Colchester.

Planning notes for teachers:

History:

Give a broad overview of life in Britain from ancient until medieval times, linked to prior learning about early civilisation. - could start with this skill? It will make very clear links to previous learning which is what we need.

Helpful website for an overview:

http://www.bbc.co.uk/history/ancient/romans/overview_roman_01.shtml

First 3 knowledge bullet points could be mainly studied using timelines to show key changes and dates.

Focus on one of the bullet points for a depth study which will help pupils to understand the complexity of specific aspects of this content. (Ancient Greece is a more general overview - must do both in the national curriculum).

Computing :

Make an interactive powerpoint with hyperlinks etc. about the local history study. Include photographs taken on trip etc.

DT:

Could make a good/bad example for the children to compare and draw ideas from. Which is best and why?

Modelling - watch the teacher make a good example?

Start by exploring with a wide range of materials then refine.

Children make a prototype to test out design and then refine from this and feedback from their peers.

Look at the purpose linked to history learning.

*This is our main DT unit so needs to be done properly covering all DT skills.