Year 3 History based unit Roman Invaders (3 weeks)

WOW Start!
Trip to Colchester Castle

Week 1 and 2
History
Chronology study
The Romans in Britain

Week 3 -
Computing
We are toy designers

Topic overview – Children will continue to understand the chronology of British history building on Stone Age settlers and Ancient Greece 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

Investigate and interpret the past

- I can describe some of the primary sources I have looked e.g. photos, artefacts, pictures, visits to museums etc
- I can observe small details through handling artefacts
- I can identify and give reasons for different ways in which the past is represented
- I can compare different versions of past events

Overview of world history

- I can describe characteristics features of the past e.g. ideas, beliefs, attitudes and experience of men, women and children
- I can describe changes that have happened in the locality of the school throughout history e.g. links Roman Britain
- I can give a broad overview of life in Britain e.g recap and chronologically order periods of history or famous events already studied

Understand Chronology

- I can place the period being studied on a time line
- I can use dates and words related to the period studied and the passing of time
- I can sequence several events or artefacts chronologically

Able to communicate historically

- I am beginning to use appropriate historical vocabulary to communicate my ideas including: dates, time period, era, change, chronology
- I can communicate my historical knowledge through discussion, drawing, drama/role play, making models, writing, using ICT

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.

Vocabulary:

- time period
- era
- change
- chronology
- timeline
- locality

Previous Knowledge:

- Understand chronology

- Explain changes that have occurred in my life and describe memories of these key events e.g. When I was 4 I went to school, When I was 2 my sister/brother was born
- Label time lines of artefacts/ pictures with words such as: past, present, older, newer
- Beginning to use dates when appropriate

Able to communicate historically

- I can use phrases such as: years, decades, and centuries to describe the passing of time

Geography skills – specifically linked to this historical era:

Human and physical geography

- Describe and understand key aspects of human geography including trade links in the Pre-roman and Roman era.
- Types of settlements in Early Britain linked to History. Why did early people choose to settle there?

Computing skills – We are toy designers

Computational Thinking – We are toy designers

- Design and make an on-screen prototype of a computer-controlled toy.
- Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).
- Design, write and debug the control and monitoring program for their toy.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
- Use sequence, selection, and repetition in programs; work with various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Knowledge:

See skills

Computing Vocabulary:

- Sequence instructions
- Sequence debugging
- Test + improve
- Logo commands
- Sequence programming

Previous learning:

- Convert simple algorithms to programs.
- Predict what a simple program will do.
- Spot and fix (debug) errors in their programs.
- Know that an algorithm is set of instructions for a computer/program to follow.
- Algorithms have to be unambiguous in order to work
- When algorithms go wrong, they need to be debugged
- Debugging means fixing the error