

Year 5		
Romans in Britain	<i>History, D & T: Construction, Art & Design: Drawing</i>	Term 3



Entry/exit point	Entry point: Children to make their own Roman pots with their designs Exit point: Class Assembly
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NATIONAL CURRICULUM DRIVERS	
<i>History</i>	<i>D & T: Construction</i>
<p><i>Children will learn about the Roman Empire and its impact on Britain.</i></p> <p>Topic Specific Knowledge</p> <ul style="list-style-type: none"> • Know what daily life was like (clothing, school, food, housing, jobs and leisure) • Know about life in the Roman army • Know the history of the first Roman invasion (N.B. the first invasion was 55B.C led by Julius Caesar but failed. Second invasion in 43AD led by Claudius - successful) • Know about the Iceni tribe and their rebellion against the Romans. • Know when the Romans left Britain (410AD) and why they left • Recall some of the key names of important people during the Romans time in Britain and their roles (Emperor Claudius, Julius Caesar, Boudicca) • Know the significance of Romulus and Remus. • Know when Hadrian's Wall was built and why • Know how beliefs changed during the Roman Empire • Know the legacy left behind by the Romans (language, buildings, roads, baths, Roman names for months and planets) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand common words and phrases relating to the passing of time. • Use a given timeline to place local, national and international events within a period of history. • Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure). <p>Historical enquiry</p> <ul style="list-style-type: none"> • Identify if a source is primary or secondary. • Identify fact and opinion within a written source. • Understand that the past has been represented in different ways and 	<p><i>Children design and make a Roman chariot.</i></p> <p>Art and Design: Drawing</p> <ul style="list-style-type: none"> • Engage in research and exploration in the process of initiating and developing their own personal ideas • Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning. • Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. • Know how to describe the processes they are using and how they hope to achieve high quality outcomes.

<i>that different sources may provide a different viewpoint.</i>	
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SCHOOL KEY DRIVERS		
<i>Language</i>	<i>Possibilities</i>	<i>Diversity</i>
<i>empire, emperor, rebel, rebellion conquer, hypococaust, amphitheatre, aqueduct, chariot, legion, centurion, auxiliary troops, testudo, Britannia, Gaul, Celts, Barbarian, invasion, conquest, territory, castle, forts, barracks, Iceni tribe, Latin, senate, consul, legend, myth, Hadrian's Wall, Colosseum, Pantheon, gladiator, Pompeii</i> <i>concurrently, anachronism, consequence, plausible, interpret, validity, impression</i> <i>This supports/contradicts the idea that...</i>	<i>Children travelling to Rome</i> <i>Working as an historian</i>	<i>Different cultures</i>

<i>Suggested literacy links</i>	<i>Suggested maths links</i>