

Roman's Rule!



6 weeks

Rationale:

Emperor Claudius is immensely proud of the skill, discipline and achievements of his Roman Army in their invasion and occupation of Britain in 43AD (CE). Following the recruitment of strong and able men into Legion XV111 Victrix, the children will immerse themselves in army life; be briefed on the new invasion plans, following the failed attempts of Julius Caesar and witness first hand the impact on the lives of English citizens. Desiring to become a Roman soldier, they will submit an application, follow the rules for marching and defending in battle and recount their feelings and perceptions in letters, accounts and speeches. Throughout this topic, pupils will develop an awareness of democracy and how this is beneficial to ensure societies run in a productive and safe way.

An investigation into Roman houses leads to creating a Roman mosaic depicting an aspect of life under Roman rule. The new soldiers will perform the Testudo formation and an exhibition will inform the guests how 'Romans Ruled Britain'. The ASCENT value that will be developed through this topic is aspire- pupils will be striving to achieve and gain a well-rounded awareness of why key changes happened through history. This will be reflected upon thinking about personal development and having high aspirations through our persuasive letter writing task in particular.

Hook

Mysterious artefacts from the Roman times appear in the classroom and pupils investigate what they are. They then gather the facts about one artefact to become a resident expert and share that information with their peers. What does this tell us about Roman life?

Outcome:

A living museum to showcase to parents the learning throughout the topic and to pass on the knowledge and skills developed throughout. The shields produced from the home learning are used to recreate a Roman battle formation.

English

Link text;

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Non- narrative;

Writing a persuasive letter making your case for joining the Roman Army as a foot soldier. Pupils will use the information gained through history lessons and apply this to writing a letter of application.

The key objectives taught here are:

- To use expanded noun phrases;
- To write using an increasingly rich and varied vocabulary appropriate to purpose and form;
- To use possessive apostrophe correctly, including in words with irregular plurals;
- To use commas for different purposes;
- to use the first person and the present tense.

Narrative;

Writing a portal story of the failed invasion of Britain in 55BC, using the story of Boudica and

experiences of Roman soldiers as a basis for the story.

The key objectives taught here are:

- To use inverted commas and other punctuation to indicate direct speech with increasing accuracy;
- To use parenthesis for extra information;
- To use nouns and pronouns to avoid repetition;
- To use a variety of sentence structures.

Writing skills to cover

Fronted adverbials.

Paragraphing with subheadings.

Writing in the first person - direct speech

Punctuation and Grammar

Fronted adverbials.

Paragraphing with subheadings.

Expanded noun phrases - direct speech

Using persuasive language

Subordinating conjunctions

Expanded noun phrases

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

History

Create a **series** of time lines, using BC/AD (BCE/CE), with accurate intervals to show the chronology of the Roman invasion and occupation of Britain (use a long strip of squared paper).

[NC: to accurately sequence the key events, objects, themes and people within and across the area of study, using key dates and terms, in a chronological way.]

Track the rise and fall of the Roman Empire through the need to gain power and extend the Empire, changing the culture of the occupied people and the eventual decline resulting in the withdrawal of the Roman forces.

[NC: discuss and explain why changes occurred, within and across time periods, with a particular focus on crime and punishment, and make justified links between these.]

Read varying accounts of the Watling Street Battle from a variety of sources. Write own, historically accurate, interpretation from the perspective of; a Roman Soldier, Boudicca, a female citizen of Britain or a British child caught up in the turmoil.

[NC: discuss details within and across local, national and global history, focusing on societies, events and people.]

Investigate weapons used in battle by Roman soldiers to create detailed descriptions as part of a weapon catalogue used by Roman soldiers.

Consider the impact of the Roman Invasion on

Art

Plan and design a Roman mosaic tile.

[NC: to explore a range of artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art.]

Make a Roman mosaic on-line.

[NC: to start to place more emphasis on observation and design of textural art.]

Design and make a simple tile mosaic using clay based on the style researched

[NC: to experiment with creating mood, feeling, movement and areas of interest.]

agriculture, technology (water system/central heating/road), economy and trade and the justice system and prepare a presentation with diagrams and models to explain the findings.

NC: to generate and answer an enquiry question around a theme by contrasting viewpoints.

Visit and Visitors : a dentist is visiting to enhance and share information for our Science topic.

Discrete subject - Science

The key objectives taught here are:

To describe the simple functions of the basic parts of the digestive system in humans.

To identify the different types of teeth in humans and their simple functions.

To construct and interpret a variety of food chains, identifying producers, predators and prey.

Scientific questioning:

- Ask relevant questions and use different types of scientific enquiries to answer them
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Cultural capital: pupils will consider the impact of humans on the environment around them whilst also reflecting on how human civilisations, needs and resources have changed over time.

Home Learning-

Research and design a roman shield to use in a battle formation.