

# Knowledge and Skills Organiser Year 3 & 4 Romans on the Rampage



## Subjects covered by the national curriculum:

### English

Narrative: Romans on the Rampage by Jeremy Strong  
Diary: Iliona - A young slave by Richard Platt  
Information: What the Romans did for us  
Myth: Roman Myths retold by Geraldine McCaughrean  
Adventure: Escape from Pompeii by Christina Balit

### Computing

Creating Media- Animation  
Programming - Repetition in shapes

### Art & D & T

Research Roman chariots  
Design and make a model chariot

### Artist study - Sonia Delaunay

Abstract art style - Orphism  
Rhythm and movement in Art  
Expansion of Art into fashion

### Geography/History

How the Roman Empire began and spread  
Invasion of Britain  
Boudicca  
Roman buildings and structures  
Leisure and homes in Roman Britain  
Locate significant Roman sites in Britain.

### Science

Forces part 2  
Electricity part 2  
Animals including humans

### Maths

Multiplication and Division  
Measures - money, length, perimeter, area  
Statistics  
Fractions  
Decimals

### R.E

Why do people pray?  
Can we know if prayer works?  
(Christianity and Islam)

### Enrichment

Be a Roman for a day!

## The skills and knowledge you will develop in this topic:

### Geographical Skills

- Locate places on a range of maps (variety of scales)
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Historical skills

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Understand that knowledge about the past is constructed from a variety of sources
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes eg. the invasion of the Roman Empire.
- Identify and begin to describe historically significant people and events in situations - Boudicca

### Art:

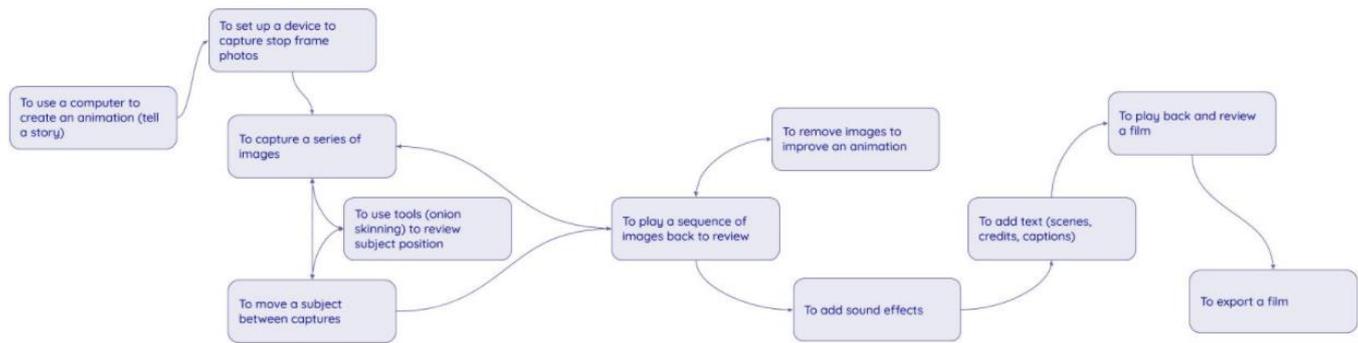
- Use the work of artists to replicate ideas or inspire own work
- Look at the work of artists who formed geometric abstract paintings
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials

### Design Technology and Computing

- Develop their own design criteria and use these to inform their ideas. Research designs.
- Select tools and equipment suitable for the task
- Explain their choice of tools and equipment in relation to the skills and techniques they will be using
- Select materials and components suitable for the task
- Explain their choice of materials and components according to functional properties and aesthetic qualities
- Order the main stages of making Produce detailed lists of tools, equipment and materials that they need
- Measure, mark out, cut and shape materials and components with some accuracy
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy

- Design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts.
- Use sequence, selection and repetition in programs.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

#### Animation Unit:



#### Science:

##### Animals including humans:

- *Identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.*
- *Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.*
- *Research different food groups and how they keep us healthy, and design meals based on what they find out.*

##### Electricity:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors

##### Forces and Magnets:

- Compare how things move on different surfaces
  - Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
  - Observe how magnets attract or repel each other and attract some materials and not others
  - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
  - Describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

#### RE:

##### Big Question: Can we know if prayer works?

- That Muslim beliefs about God are expressed in the Adhan
- the meaning of Tawhid
- the importance of Muhammad for Muslims, and how this is illustrated through the story of Bilal
- the significance of some of the 99 names of Allah
- What does prayer look like in real life (Islam)?
- How do people pray? How are prayers answered?
- What does the Lord's Prayer mean? Who do they talk to?
- When do religious believers pray? Do all religious believers pray in the same way? Do all religious believers pray in the same places?
- Can someone pray without believing in God?

#### Home Learning ideas:

<https://www.theschoolrun.com/homework-help/roman-empire>

<https://www.theschoolrun.com/homework-help/boudica>

#### Vocabulary I will develop understanding of:

**Geography** - Hadrian's Wall, Peddar's Way, settlement, Colchester, East Anglia, Britain, Europe, Italy, Rome

**History** - empire, civilisation, Boudicca, Celts, Roman, centurion, Britannia, Claudius, legion, amphitheatre, villa, aqueduct, basilica, roundhouse

**Science** - internal organs, skeletal, hearts, lungs, muscles, muscular, blood vessels, capillaries, spinal column, femur, humerus, gravity, air resistance, water resistance, friction, force, accelerate, surface, mechanism, magnetic, repel, attract, switch, bulb, buzzer, circuit diagram, series circuit, open/closed circuit, conductor, insulator, energy

**Art** - abstract, recreate, Orphism, complimentary, harmonious, rhythm, movement, fashion, fabric, geometric, influence, legacy, textiles

**Computing** - animation, onion skinning, augmented reality, stop-frame, sequence, setting, events, character, consistency, evaluation, delete, frame, media, import, transition

**D. T.** - prototype, material, axle, chasis, dowel, hacksaw, join, construct, design brief, bench hook, rotate

**RE** – Muslim, Islam, Adhan, Tawhid, Allah, Mosque, church, God, Christian, prayer

**By the end of our topic the children will:**

*Know about the spread of the Roman Empire. They will be able to talk about the Roman invasion of Britain. Pupils will know how the Celts lived in East Anglia and the rebellion of Boudicca against the Romans. Pupils will learn about Roman leisure and inventions.*

*Pupils will learn about the work and influence of Sonia Delaunay in Art and Fashion.*