

ROMANS ON THE RAMPAGE: Knowledge & Skills Organiser – Y 3/4/5/6 (Kingfishers)

Subjects covered in the national curriculum:

English

Non-fiction: Non-chronological report

Instructions

Narrative: Roman mythology

Persuasive: Wanted posters

Poetry: List poems, kennings

Computing

Programming

Animation in shapes

Geography/History

The founding of Rome and the ruling system (Twelve Tables in 449)

Britain before the Romans

Rise of the Roman Empire

Roman architecture

Maths

Problem solving and four operations within all of the topic areas to be covered including:

Multiplication and Division

Fractions

Reasoning and Problem Solving

Area and Perimeter

Times Table Focus

Roman Numerals

Compass Directions

RE

Why do people pray?
Does prayer work?
(Christianity and Islam)

Enrichment

Roman Day (start of the second half of term)

Making Roman recipes

The skills you will develop in this topic:

Geographical skills and fieldwork/Historical awareness: use maps, atlases, globes and digital/computer mapping to locate the Roman Empire, measure, record and present the physical features of contrasting settlements using a range of methods, including sketch maps, plans and graphs, and digital technologies. Develop an awareness of different geological features such as rivers and mountains.

Art: ✦ produce creative work, exploring their ideas and recording their experiences of Roman Architecture ✦ develop proficiency in drawing, painting techniques and modelling.

Design Technology ✦ use research and develop design criteria to inform the design of innovative, functional catapults that are fit for purpose, aimed at particular individuals or groups ✦ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Science asking relevant questions and using different types of scientific enquiries to answer them ✦ setting up simple practical enquiries, comparative and fair tests ✦ making systematic and careful observations and, where appropriate, taking accurate measurements ✦ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ✦ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ✦ reporting on findings from enquiries, including oral and written explanations ✦ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

RE: discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection.

The knowledge you will need to know:

Geography- **Location knowledge** – Roman Empire, site, settlement, situation, invaders/invasion, rural, urban, city, town, village. **Place knowledge** – same, different, compare. **Human and Physical Geography** – climate, zone, landscape, rivers, mountains, industry.

Science – What are the properties of materials? Materials and their uses. Testing materials for strength. Making predictions. Fair testing. Using knowledge to choose suitable materials.

RE: Why do people pray? Does prayer work? What is involved in prayer? Where do people go to pray? Which faiths pray? When do people of different faiths pray? What effect does prayer have? Are there any special objects required for prayer? Is it done alone or in groups?

Home Learning ideas:

- Look at some Roman mosaic art, then create your own!
- Collect information about Romans.
- Read some Roman myths.
- Research Roman Gods and who some of the months of the year are named after.

Vocabulary I need to know:

Geography/History: map, invasion/invaders, Roman Empire, mosaic, temple, villa, amphitheatre, Colosseum, aqueduct, soldier, centurion, shield, standard, chariot, gladiator, slave, emperor

Science: strength, solid, liquid, gas, properties, solubility, separate, transparent, evaporate, dissolve, mix, filter, sieving, melting, conductor, insulator, reversible, irreversible, freezing, condensing, test, fair, record, table.

Art: pattern,

D.T: make, plan, evaluate, criteria, tools, appeal, practical, healthy, equipment.

RE : pray, prayer, Islam, Christianity, worship, joy, peace, feelings, emotions, praise, thanks

By the end of our topic the children will:

Understand what Britain was like before the invasion of the Roman Empire and how the Romans changed the way of life in Britain. The children will be familiar with ruling systems, architecture and jobs within the Roman Empire, as well as advantages of settling where they did. They will have the opportunity to write their own myth, their own report on aspects of Roman life and understand Roman Numerals, as well as make Roman-style buildings and weapons.