

Did the Roman legacy really help us?

National Curriculum Programme of Study		The knowledge I will gain from my project...	Mini outcomes
Experience			
History	Pupils should be taught: <ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> Locate Rome on a map of Europe and where it is in relation to other European countries 	Pin point Rome on a world map. Create a 3D map of Rome
		<ul style="list-style-type: none"> Explain where the Romans came in relation to other historical periods 	Order a timeline of Romans within British History
		<ul style="list-style-type: none"> Explore why and how the Romans successfully invaded Britain including the role Julius Caesar played 	Create a fact file of the Roman invasion. Biography of Julius Caesar
		<ul style="list-style-type: none"> Find out about the Celts and briefly explore their everyday life 	Produce an informative display poster about the Celts
		<ul style="list-style-type: none"> Research Boudicca and find out why she was so against the Roman invasion of Britain. Compare how the Celts and Romans viewed Boudicca 	Research Boudicca and debate the argument for and against Boudicca from the view points of Romans and Celts
		<ul style="list-style-type: none"> Explore why Hadrian's wall was built and the legacy he left 	Hadrian's wall sketched and create a junk model out of different objects
	Final Assessment <input type="checkbox"/> Judgement:	<ul style="list-style-type: none"> Investigate how society was structured in Ancient Rome Research what daily life was like for the ancient Romans including food, homes, entertainment. Explore what the ancient Romans believed in and who their Gods and Goddesses were and early Christianity. 	To order a hierarchy of society Carousel of activities—To investigate the daily life of a Roman Gods and Goddesses—labelled sketches
Geography	Pupils should be able to describe and understand physical geography, including: volcanoes. Final Assessment <input type="checkbox"/> Judgement:	<ul style="list-style-type: none"> To explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move To find out where earthquakes occur most frequently To find out what volcanoes are and how they are formed Distinguish between active, dormant and extinct volcanoes Explore the connection between tectonic plates and the location of volcanic activity Locate where famous volcanoes are found around the world using maps, atlases and globes 	Write an explanation piece, including the knowledge gained about volcanoes and earthquakes.

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Art	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Create sketchbooks to record their observations and review and revisit. Improve their mastery of art and design techniques including drawing, painting & sculpture with a range of materials. Learn about great artists <p>Final Assessment Judgement: <input type="checkbox"/></p>	<ul style="list-style-type: none"> To select and record visual information to develop ideas on a theme—pointillism. (George Seurat) To explore and investigate different mediums to find the right artistic medium for pointillism—chalk, wax crayon, felt tip etc. To draw from close observation to capture fine details of the face including proportional aspects. To use complementary and contrasting colour for effect. To create a border around the picture with a mono or repeat print and add detail for effect. To compare photo images and be able to comment on similarities and differences between own and other work. 	<p>To create a Roman Gladiator side profile picture in Pointillism with a border of a mono or repeat print.</p> <p>To photograph a Roman feature from a thought provoking view point.</p>
D & T	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups to generate and communicate their ideas through discussion, annotated sketches and pattern pieces. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately To select from & use a wider range of materials and components including construction materials and textiles according to their functional properties. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Final Assessment Judgement: <input type="checkbox"/></p>	<ul style="list-style-type: none"> Choose from a range of materials showing their understanding of characteristics—knowledge of why mosaics were made and where they were found. To study the themes that the Romans used in their mosaics gathering information from a range of sources. To make realistic step by step plans in a sketch book showing careful design plans. To use materials to join products with increasing accuracy (grout/glue gun) ensuring safe use To explain how the product is made and the purpose of it To identify what has worked well and to critique design plans 	<p>Create a reproduction of an ancient Roman artefact such as a mosaic tile.</p>
Significant Figures	Julius Caesar, Boudicca, Pliny the Elder, Emperor Claudius, George Seurat		

Final Project Outcome	Audience
To create a published book filled with art work, historical facts and key information about the Romans.	SLT and the Year Three children to showcase learning, ready for them to join Year four.