Ancient Romans : Topic Bundle : Year 3/4

History

Year 3/4 History
Invaders and Settlers: Romans
7-lesson pack
Buy as individual lessons or a complete scheme of work

"Invaders and Settlers: Romans"

1	Understanding the terms 'invade' and 'settle' and to place the Romans on a timeline.
2	Finding out why and how the Romans successfully invaded Britain.
3	Finding out who was in Britain when the Romans invaded and learn about their way of life.
4	Exploring who Boudica was, from different points of view.
5	Finding out the results of Boudica's revolt.
6	Finding out about life in Roman Britain.
7	Knowing how the Romans have influenced our lives today.
Objectives:	• the Roman Empire and its impact on Britain

Topic Enrichment Pack

Year 3/4
Topic Enrichment Pack
The Romans
6-lesson pack
Buy as individual lessons or a complete scheme of work

"Romans"

1	Computing: Creating a database.
2	DT: Working with fabric to create a Roman purse.
3	DT: Designing and making a Roman Shield.
4	PE: Playing a Roman ball game.
5	PE: Using athletic activities to train in the way a Roman Soldier would have trained.
6	Special People: Exploring the life and actions of Julius Caesar, and how he is remembered today.
Objectives:	**Computing Objectives** • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **DT Objectives** • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **PE Objectives** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Geography

Year 3/4 Geography
Italy Today
6-lesson pack
Buy as individual lessons or a complete scheme of work

"Italy Today"

1	Locating where Italy is in the world.
2	Exploring the physical geography of Italy.
3	Looking at how volcanoes erupt, and finding out about the destruction of Pompeii.
4	Finding out about the famous cities and landmarks of Italy.
5	Exploring the culture of Italy.
6	Using and sharing knowledge and understanding of Italy.
Objectives:	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art

Year 3/4 Art
Roman Mosaics
6-lesson pack
Buy as individual lessons or a complete scheme of work

"Roman Mosaics"

1	Exploring existing mosaics and their features.
2	Exploring line, shape, pattern and colour in mosaic design.
3	Experimenting with digital tools to create a mosaic.
4	Investigating different materials that could be used as tesserae.
5	Designing a mosaic in the style of a Roman mosaic.
6	Creating a mosaic inspired by Roman mosaics.
Objectives:	• to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including sculpture with a range of materials • about great artists in history • about great architects in history

Topic Name
Teacher's Topic Planner

1 Lesson:
"Databases"

"Invaders and Settlers: Romans"

"Italy Today"

"Roman Mosaics"

2 Lessons:
"Roman Purses" and "Roman Shields"

2 Lessons:
"Harpastum" and "Roman Soldier Training"

1 Lesson:
"Julius Caesar"

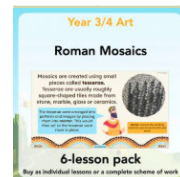# Ancient Romans : Topic Bundle : Year 3/4

Teacher's notes:

History

Year 3/4 History
Invaders and Settlers: Romans

7-lesson pack
Buy as individual lessons or a complete scheme of work

"Invaders and Settlers: Romans"

Geography

Year 3/4 Geography
Italy Today

6-lesson pack
Buy as individual lessons or a complete scheme of work

"Italy Today"

Art

Year 3/4 Art
Roman Mosaics

6-lesson pack
Buy as individual lessons or a complete scheme of work

"Roman Mosaics"

Topic Enrichment Pack

Year 3/4
Topic Enrichment Pack
The Romans

6-lesson pack
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"Romans"

Invaders and Settlers: Romans : History : Year 3/4

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline	Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline.	• Do children understand the terms 'invade' and 'settle'? • Can children explain reasons why people have invaded and settled in Britain in the past? • Can children place the Romans on a timeline?	• Slides • Calculators (optional) • Worksheet 1A/1B/1C • Fact Cards (FSD? activity only)
Lesson 2	To find out why and how the Romans successfully invaded Britain	Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier.	• Can children suggest some reasons why the Romans invaded Britain? • Can children describe what the Roman army was like? • Can children try to imagine what life was like for Roman soldiers?	• Slides • Worksheet 2A/2B • The Equipment of a Roman Soldier Sheet • Information Sheet • Question Cards • Case Study: Emperor Septimius Severus (FSD? activity only) • Discussion Cards (FSD? activity only) • Worksheet 2C (FSD? activity only)
Lesson 3	To find out who was in Britain when the Romans invaded and learn about their way of life	Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions. They will be given some brief information about who the Celts were before carrying out their own research to find out more about everyday life for the Celts.	• Do children know when the Celts lived in Britain? • Can children use sources to find out about Celtic life? • Can children describe in their own words what Celtic daily life was like?	• Slides • Worksheet 3A/3B/3C • Information Sheet A/B • Access to books, the internet, etc. • Crazy Celts Board Game (FSD? activity only) • Question Cards (FSD? activity only) • Dice and counters (FSD? activity only)
Lesson 4	To explore who Boudica was from different points of view	Children will be introduced to Boudica and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudica from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view.	• Do children know who Boudica was and what she did? • Do children know that history is represented in different ways by different people? • Can children represent their understanding in different ways?	• Slides • Worksheet 4A/4B • Boudica Description (FSD? activity only) • Boudica Portrait sheet (FSD? activity only)
Lesson 5	To find out about the results of Boudica's revolt	Children will learn more about Boudica's revolt, exploring why it was initially so successful, but then ultimately failed. Children will discuss and explain their views and opinions of Boudica.	• Can children explain the events of Boudica's revolt? • Do children know why Boudica's revolt failed? • Can children explain their own point of view?	• Slides • Worksheet 5A/5B/5C • Word Bank
Lesson 6	To find out about life in Roman Britain	Children will first look at some Picture Cards in groups and discuss what they tell us about daily life in Roman Britain. They will then find out about different aspects of Roman life, including Roman towns, roads, construction, public baths and entertainment.	• Can children explain some aspects of Roman life? • Can children ask and answer questions? • Can children select and record information?	• Slides • Picture Cards • Information Cards • Worksheet 6A/6B/6C • Group Challenge Cards (FSD? activity only) • Roman Life Booklet Pages (FSD? activity only)
Lesson 7	To know how the Romans have influenced our lives today	Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.	• Can children explain some of the things the Romans invented or introduced to Britain? • Can children identify aspects of our lives that are affected by the Roman rule in Britain? • Can children suggest what life would have been like in Britain if the Romans had never arrived?	• Slides • Worksheet 7A/7B/7C • Letter to the Emperor (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Italy Today : Geography : Year 3/4

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know where Italy is in the world	Children begin by finding Italy on a world map. They then look in more detail at the country, and find out about the location of its regions, the bordering countries, the seas and the islands that are part of Italy. Children record what they have learnt on their own maps of Italy, or use a map to complete a fact file about the country.	• Can children locate Italy on a world map? • Can children locate and label the capital city, bordering countries, islands and seas on a map of Italy? • Can children compare and contrast Italy with the UK?	• Slides • Worksheet 1A/1B/1C • Map Of Italy Sheet • Italy Labels • Italy Fact File Sheet (FSD? activity only)
Lesson 2	To know about the physical geography of Italy	Children will find out what is meant by physical geography. They will begin to learn how to interpret a physical map by identifying Italy's two main mountain ranges. Children will find out about the highest peaks in each region, and be encouraged to describe the mountain ranges with geographical vocabulary. They will also learn about the location of the longest river in Italy, the Po.	• Do children know what physical geography is? • Can children locate the two main mountain ranges and longest river of Italy on a map? • Can children compare and contrast the physical attributes of the UK and Italy?	• Slides • Alps Information Sheet • Apennines Information Sheet • Alps and Apennines Statement Cards • Worksheet 2A/2B/2C • Worksheet 2D (FSD? activity only)
Lesson 3	To know how volcanoes erupt and to find out about the destruction of Pompeii	Children will find out what volcanoes are, and why and how they erupt. They will learn about the devastating eruption of Mount Vesuvius, which destroyed the Roman city of Pompeii in 79 CE. Children will use their knowledge and understanding to create advertisements for tourists visiting the ruins of Pompeii, or alternatively, they will build their own working volcano!	• Do children know what a volcano is? • Can children explain how and why volcanoes erupt? • Can children explain what happened in Pompeii in 79 CE?	• Slides • Worksheet 3A/3B/3C • Volcano Information Sheet • Eruption of Pompeii Sheet • Picture Card Cut-Outs Sheet • Model Volcano Instructions Sheet (FSD? activity only) • Mount Vesuvius Photo Cards (FSD? activity only)
Lesson 4	To know about the famous cities and landmarks of Italy	Children will begin to find out about the human geography of Italy. As a class, they will identify and discuss some of the most famous landmarks of the country, and find out where they are located. Children will continue to research some of Italy's cities in their independent work, presenting their work orally as a group, or as a postcard from the city of their choice.	• Do children understand the term 'human geography'? • Can children use resources to research the human geography of Italy? • Can children describe some aspects of the human geography of Italy?	• Slides • Fact Sheets • Picture Cards • Postcard Template (FSD? activity)
Lesson 5	To know about the culture of Italy	Children will recap on and develop their understanding of the human geography of Italy in this lesson, by looking at different aspects of the country's culture. They will conduct their research independently, and then use their knowledge to answer a range of tourists' questions, or as a group, create a magazine about the culture of Italy.	• Do children understand what is meant by the term 'culture'? • Can children describe some aspects of Italian culture? • Can children compare and contrast the culture of Italy and the culture of the UK?	• Slides • Culture Question Cards • Worksheet 5A/5B • Culture Information Sheets • Magazine Pages (FSD? activity only)
Lesson 6	To use and share our knowledge and understanding of Italy	In this final lesson, children will recap on everything that they have discovered about Italy, and consolidate their learning. They will use their understanding to either create an informative lapbook about the country, or to play a game testing their knowledge of all the different aspects of Italy today.	• Can children recall facts about Italy? • Can children use their knowledge and understanding to present information about Italy? • Can children share and explain their opinion of Italy?	• Slides • Challenge Cards A/B/C • Lapbook Templates • A3/A2 pieces of coloured paper/card • Scissors, glue • Pizza Race Game Board and Slices (FSD? activity only) • Question Cards (FSD? activity only) • Instruction Cards (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Roman Mosaics : Art : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore existing mosaics and their features.	This initial lesson aims to introduce the children to mosaic as an art medium and specifically focus on Roman mosaics. The children will ask and answer questions about the art before identify common features of Roman mosaics. These include features based around the lines, patterns and composition of the mosaics. Finally, the children compare the ancient mosaics to more modern pieces by Antoni Gaudí.	• Can children describe what a mosaic is? • Are children able to ask and answer questions about a piece of art? • Are children able to spot common features in mosaic as a medium?	• Slides • Children's sketchbooks • Challenge Card 1A/1B/1C • Mosaic Picture Cards 1A • Mosaic Picture Cards 1B (FSD? activity only) • Mosaic Detective Sheet (FSD? activity only) • Sticky notes (FSD? activity only)
Lesson 2	To explore line, shape, pattern and colour in mosaic design.	This lesson aims to challenge your class into spotting how the visual elements of line, shape, pattern and colour are used in art, particularly in Roman mosaics. They will discuss what these elements are, look for them in examples of mosaics and then recreate them as they experiment with placing tesserae. The lesson is an opportunity for the children to evaluate this medium and how these visual elements can be created.	• Can children identify visual elements such as line, shape, colour and pattern in a mosaic? • Are children able to create clear lines and shape using mosaic tesserae? • Can children comment on and discuss how they have used colour and pattern in a piece?	• Slides • Children's sketchbooks • Challenge Cards 2A/2B/2C • Pre-cut paper tesserae in a variety of colours (around 1cm²) • Worksheet 2A/2B/2C (FSD? activity only) • Mosaic Technique Card 2A (FSD? activity only)
Lesson 3	To experiment with digital tools to create a mosaic.	This lesson studies the method of creating mosaics using a digital medium. The children will look at several examples of what could be considered digital mosaics and asked to comment on them. They then look at the artist Charis Tsevis and his mosaic portraits, as well as some pixel art, and discuss how these have been created. The children will then create their own digital mosaics or pixel art using online software or spreadsheet tables.	• Can children discuss and share their opinions on different variations of mosaic art? • Can children describe what pixel art is and how this is similar or different to physical mosaic? • Can children use digital software to create artwork inspired by mosaics?	• Slides • Google Drawings Handout 3A • Challenge Card 3A • Devices with internet access • Question Cards 3A • Pixel Art Guide (FSD? activity only) • Pixel Art Ideas (FSD? activity only)
Lesson 4	To investigate different materials that could be used as tesserae.	This lesson is focused on allowing your children to explore, experiment with and evaluate different materials that can be used to created mosaics. They are shown several mosaics that have used alternative materials such as found plastics, beans, buttons, etc. They then spend their independent time exploring and evaluating different materials and if they might make good tesserae for a mosaic.	• Can children use a curious approach when exploring different materials to use in their artwork? • Are children able to make sensible evaluations of a material when trying to create a mosaic? • Can children use their investigations to make an informed decision about materials to use in a mosaic?	• Slides • Motif Cards • Evaluation Strip 4A/4B • Worksheet 4A (FSD? activity only) *You will need to collect a decent amount of each different material for the children to try out as mosaic tesserae. It would be beneficial if one of them were traditional tiles. Some suggestions are included at the bottom of the plan.*
Lesson 5	To design a mosaic in the style of a Roman mosaic.	In this lesson, children will draw on everything they've learned so far to design their very own Roman-inspired mosaic. After revisiting the key features and techniques used in Roman mosaics, such as the use of bold central images, patterned borders and the flow of tesserae (andamento), pupils will begin to develop a simple but purposeful mosaic plan. Through class discussion, children will generate and agree on a clear set of design criteria to guide their work and help them make thoughtful artistic decisions.	• Can children create their own idea about what makes a successful mosaic? • Can children identify classic Roman mosaic techniques? • Can children follow design criteria to design a mosaic inspired by Roman mosaics?	• Slides • Worksheet 5A • Challenge Card 5A/5B/5C • Mosaic Inspiration Picture Cards *You will need to have an idea of what is available for the children to make their mosaics from and adjust the design process accordingly, e.g. if you will be making coaster-sized mosaic or using paper tesserae.*

Roman Mosaics : Art : Year 3/4

PlanBee™

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	To create a mosaic inspired by Roman mosaics.	This lesson allows your class the opportunity to consolidate all their learning into their final piece: a mosaic inspired by Roman mosaics. The children will plan out the placement of their tesserae and take their time to assemble their mosaic. As an alternative, clay-skills activity, notes are provided to plan extra sessions which challenge your class to make their own clay tesserae to be used in their mosaics.This alternative activity extends the unit by a few sessions to allow for drying and painting.	• Can children assess a mosaic design and predict challenging areas? • Are children able to plan out the placement of tesserae to create a mosaic? • Can children create visual elements of line, shape, contrast or pattern in a mosaic?	• Slides • Teacher Notes 6A • Chosen mosaic materials, including tesserae, backing and adhesive (see Teacher Notes 6A) • Teacher Notes 6B (FSD? activity only) • Air-dry clay (FSD? activity only) • Clay tools (FSD? activity only)

KS2 Art Curriculum Objectives

- to create sketch books to record their observations
- use sketchbooks to review and revisit ideas
- to improve their mastery of art and design techniques, including sculpture with a range of materials
- about great artists in history
- about great architects in history

Vocabulary

mosaic, tesserae, tessera, mortar, grout, wealth, status, motif, pattern, outline, frame, border, repeat, symmetry, geometric, Antoni Gaudí, colour, line, contrast, shape, visual element, organic, complementary, digital, medium, pixel art, pixels, Charis Tsevis, material, evaluate, properties, suitable, unsuitable, tessellation, tesselate, grid, offsetting, consistency, consistent, deliberate, detail, keystone, overlap, andamento, flow, design criteria, reflect, evaluate

Teacher notes

The Romans : Topic Enrichment Pack : Year 3/4

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
COMPUTING Lesson 1	To be able to use computing to create a database.	Children look at data presented as a jumble of sentences and displayed in a database. They compare the two and discuss the advantages and disadvantages of both. Children will then take information and present it in a database using software such as Excel or similar.	• Can children explain what a database is and what it is used for? • Can children sort data into the relevant fields? • Can children enter data accurately into a computer-based database?	• Slides • Worksheet 1A/1B/1C • Data Cards (FSD? activity only) • Books, access to internet, etc. (FSD? activity only)
DT Lesson 1	To be able to work with fabric to create a Roman purse.	Children look at the designs of a drawstring purse similar to what the ancient Romans would have used to carry their money. After looking at the method for making their purse the children think about the decorations and design for their purse.	• Can children design a purse in the style of a Roman purse? • Can children work well with fabrics and a variety of tools and techniques to make a purse? • Can children evaluate their finished products?	• Slides • Worksheet 1A/1B/1C/1D/1E • Fabric, cord, beads • Fabric scissors, plates to draw around, needles, sharp tool for creating eyelets • Items for decorating e.g. fabric paints, sequins, buttons, coloured thread, etc.
DT Lesson 2	To be able to design and make a Roman shield.	After looking at some recreations of Roman shields the children are challenged to think about the different features and what materials they could use to recreate them in their own design. They then think about the decorations for their shield and what colours and patterns they could use.	• Can children make suggestions for how to make a Roman shield? • Can children create a Roman shield following their design? • Can children evaluate a finished product and say what they think and feel about it?	• Slides • Worksheet 2A/2B/2C/2D • Cardboard, paint, string, tin foil, newspaper, etc. • Large sheets of paper (FSD? activity only)
PE Lesson 1	To be able to play a Roman ball game.	Children look at evidence that Romans would play ball games to entertain themselves. They learn the rules of Harpastum and attempt to play the game in teams . Alternatively they can take the premise of the game and create their own game based around it. They can then teach their game to others.	• Do children know that Harpastum was a ball game played by the Romans as a form of training? • Can children suggest rules for the game? • Can children work as a team?	• Slides • Balls • Stop-watches
PE Lesson 2	To be able to use athletic activities to train in the way a Roman soldier would have trained.	Children learn about how the Roman soldiers were trained in campuses and the levels of fitness they were expected to achieve. The children then take on the training of a Roman soldier and create different exercises and activities to improve a soldier's fitness and skills.	• Do children know that the campus was used for track and field events by the Romans? • Can children compete in a variety of track and field events? • Can children discuss how exercise affects their bodies and fitness levels?	• Slides • Worksheet 2A/2B • Balls, beanbags, skipping ropes, javelins, cones, etc. • Worksheet 2C (FSD? activity only) • Challenge Cards (FSD? activity only)
SPECIAL PEOPLE Lesson 1	To explore the life and actions of Julius Caesar, and how he is remembered today.	Children will explore who Julius Caesar was by learning about key facts in his life, including his rise to power, his military victories, and how he tried to improve the lives of Roman citizens. During class discussions and in their independent activities, children will discuss and decide whether Caesar's actions make him a hero, a villain, or both, using evidence from his life.	• Do children understand who Julius Caesar was, and when he lived? • Can children list some of the reasons why Julius Caesar could be considered both a hero and a villain? • Can children give and justify their own opinion of Julius Caesar?	• Slides • Worksheet 1A/1B/1C • Statement Cards 1A • Opinion Cards 1A • Information Sheet • Team Cards (FSD? activity only)