

Topic Name: ITALY/ROMANS INTRODUCTION (AUTUMN 1) *To be continued in AUTUMN 2
Class and Year Groups: ORANGE CLASS Year 3/4

<p>SUCCESS CRITERIA:</p> <p>On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Locate Italy on a map of the world/Europe. Identify features of Italy and major cities. • Use maps and atlases to identify the human and physical features including the physical features of a volcano and Mt Vesuvius. • Make comparisons between Italy and England including climate, population, food. • identify the impact that the Romans had on Britain. • recognise and discuss what the Romans did for us. Understand how the Romans invaded Britain and how the British resisted this. • Describe what life was like in Roman times. • Be able to identify sources of power, dangers associated with electricity and recognise conductors and insulators. 	<p>KEY FOCUS AREAS:</p> <p>Geog: To locate Italy on a map of the world and identify the human and physical features.</p> <p>History: To begin to understand the Roman Empire and its impact on Britain.</p> <p>Art: To gain an understanding of Italian Renaissance Artists.</p> <p>D & T: To make Roman Shields</p>	<p>SYNOPSIS:</p> <ul style="list-style-type: none"> • Locate Europe and specifically Italy on a map of the World. • Identify features and famous landmarks of Italy. • Compare England and a region of Italy including weather, food. • To identify the geography of the mountain regions of Italy and create a tourist brochure/poster. • To find out about the geography behind the volcano Mt Versuvius. Create our own model using lego and label. • To identify the features of a volcano. • Introduction to Roman Britain. • What we know already about the Romans. • The invasion and powerful rulers. Roman roads and inventions, painting roman shields. • Boudicca's Rebellion. • Romans Hadrians wall. Roman Gods and Goddesses. Roman baths.
<p>A visit to the Corinium Museum Cirencester is planned to bring the topic to life and for enrichment.</p>		<p>KEY QUESTIONS (linking to topic factsheet):</p>
<p>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		

Science: To 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

Topic: (History/Geography) To develop an understanding of world history; use historical terms and vocabulary; ask historical questions and understand how we can find out about the past from primary and secondary evidence; understand about the Roman Empire and its impact on Britain. To use maps, atlases to locate places; To identify physical and human features to describe what places are like; To ask geographical questions and use geographical vocabulary.

Which continent is Italy in? What is the capital of Italy? Can you name 3 famous landmarks in Italy? What is the same about Italy and England? What is different? What geographical physical features are there in Italy? How did the Romans invade Britain and when? Who was the most powerful Roman ruler? How did the Romans make their clothes? Did the Romans have electricity? Why are they called the Romans? What did the Romans do for us? Where did the Romans come from? Where is Rome? Who was Boudicca? When was the Roman era? Why did early people choose to settle there?

Opportunities for Extension

Can you find any Latin words that are still in use today? Write a news report about an important event, such as the eruption of Vesuvius or the Roman invasion of Britain. Use stop animation to retell a story about the Roman Gods. Glue cut out leaves onto a headband to make a laurel wreath. Research and write an Information leaflet about a famous Roman site, such as Pompeii or Hadrian's wall. Write a Roman quiz and test your friends!

<p>ENGLISH:</p> <p>READING KEY TEXT(S): Fiction: Romulus and Remus, Escape from Pompeii, The Roman Diary Visual Literacy: Way Back Home - Oliver Jeffers Non-fiction: Roman Britain</p>	<p>MATHS: Number and place value Addition and subtraction Multiplication</p>	<p>SMSC/BRITISH VALUES: Democracy</p> <p>PSHE SCARF unit: Me and My Relationships</p> <p>VALUE: Perseverance</p>
<p>ART/DT</p> <p>Roman Shield Designs, Clay pots, Mosaics</p> <p>Renaissance Artists</p>	<p>SMSC/PSHE/BRITISH VALUES: Rule of law Mutual respect Tolerance SMSC- cultural differences and similarities</p>	<p>MUSIC: Charanga music: Living on a prayer.</p>
<p>READING KEY TEXT(S):</p> <p>Whole class reader: A Roman Diary - The journey of Iliona by Richard Platt</p> <p>The Giraffe, The Pelly and Me by Roald Dahl</p>	<p>ICT/COMPUTING: Using and applying computer skills</p>	<p>ENRICHMENT and VERTICAL DRIVERS: Trip to the Cirencester Museum- Roman Visit Day Internet Safety</p>

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

History Targets – As a Historian	Geography Targets – As a Geographer	Art and Design Targets: As an Artist
<p>I can:</p> <ul style="list-style-type: none"> • Develop an understanding of world history • Use historical terms and vocabulary • Ask historical questions and understand how we can find out about the past from primary and secondary evidence. • Understand about the Roman Empire and its impact on Britain. 	<p>I can:</p> <ul style="list-style-type: none"> • To use maps, atlases to locate places. • To identify physical and human features to describe what places are like. • To ask geographical questions and use geographical vocabulary. 	<p>I can:</p> <ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. Make and match colours with increasing accuracy. • Make informed choices about the 3D technique chosen. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.