

Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Theme: Straight Roads and Long Walls - The Romans are coming!		Term: Spring 1 Year: 2024	Year Groups: Three & four
Starting Stimulus Pictures of artefacts and children be archaeologists		Visitors and Visits Lancaster museum and Roman baths	Final Outcomes Children write Roman soldier diary entries and make some artefacts
Subjects	Skills		
MAIN DRIVER History	<u>Key Knowledge:</u> <ul style="list-style-type: none"> • The Roman invasion coincided with the Iron Age • To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain • To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. • That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Icenii tribe, led by Boudicca. • To know about the relationship between Celts and Romans after each invasion (i.e. relative peace and trade links) ** • That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, <u>Procedural Knowledge:</u> <ul style="list-style-type: none"> • Making comparisons to the development of the Egyptian civilization • Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive 'Roman Day' experience. • Compare Britain and Rome in the same era using a comparative table following class discussion. • Research Roman life and Armies - using primary and secondary sources, as well as cross-curricular approach in Hackney Loves Reading and literacy. • Undertake critical thinking by asking questions about a historical era and making and conveying value judgements • Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference. • Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. • Develop understanding of how our knowledge of the past is constructed from a range of sources. 		

	<p>essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>I know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>I know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>I know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p><i>Vocabulary: healthy, unhealthy, germs, ingredients, energy, repair, vitamins, natural, saturated fat, decay, medicine, allergies, vaccination, antibodies, research, immune system, doctor</i></p>
<p>I.C.T.</p> <p>Digital Art</p>	<p>I can use various lines and fill tools plus copy/paste and rotation to create pattern effects.</p> <p>I can use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects.</p> <p>I can use stamps, copy/paste, layers and multiple frames to create animated GIF computer graphics</p> <p><i>Vocabulary: rotation, zoom, flip, symmetry, stamp, GIF</i></p>
<p>R.E.</p> <p>Hinduism</p> <p>Y3</p>	<p>Key Question: Who should we follow?</p> <p>Focus Question: What is expected of a person in following a religion or a belief?</p> <p>How do I show commitment to a belief? Should I?</p> <p>What would happen if I didn't do my duties?</p> <p>Who would I give a rakhi to? Why?</p> <p>What are our duties?</p> <p>Does anything stop us fulfilling our duties?</p> <p>How do we feel when we carry out our duties?</p>
<p>Music</p> <p>Kapow</p> <p>Adapting & transposing motifs</p>	<p><u>Key Knowledge</u></p> <p>Learn a new song, singing in time and in tune while following the lyrics.</p> <p>Identify motifs aurally and play a repeated pattern on a tuned instrument.</p> <p>Create and performing a motif, notating it with reasonable accuracy.</p> <p>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</p> <p>Combine different versions of a musical motif and perform as a group using musical notation</p> <p><i><u>Vocabulary: backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key, key signature loop</u></i></p>