

<b>Theme:</b> <b>Straight Roads and Long Walls -</b> <b>The Romans are coming!</b>	<b>Term: Spring 1</b> <b>Year: 2026</b>	<b>Year Groups:</b> <b>Three &amp; four</b>
<b>Starting Stimulus</b> <b>Pictures of artefacts and children</b> <b>be archaeologists</b>	<b>Visitors and Visits</b> <b>Lancaster museum and Roman baths</b>	<b>Final Outcomes</b> <b>Children write Roman soldier</b> <b>diary entries and make some</b> <b>artefacts</b>
<b>MAIN DRIVER</b>  <b>History</b>	<p><b><u>Key Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• The Roman invasion coincided with the Iron Age</li> <li>• 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</li> <li>• To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion.</li> <li>• That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca.</li> <li>• To know about the relationship between Celts and Romans after each invasion (i.e. relative peace and trade links) **</li> <li>• 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.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Making comparisons to the development of the Egyptian civilization</li> <li>• Conduct historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive 'Roman Day' experience.</li> <li>• Compare Britain and Rome in the same era using a comparative table following class discussion.</li> <li>• Research Roman life and Armies - using primary and secondary sources, as well as cross-curricular approach in Hackney Loves Reading and literacy.</li> <li>• Undertake critical thinking by asking questions about a historical era and making and conveying value judgements.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Comparative thinking:</b> Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference.</li> <li>• <b>Organisation and selection of relevant historical information,</b> including artefacts, primary and secondary sources.</li> <li>• <b>Develop understanding of how our knowledge of the past is constructed from a range of sources.</b></li> <li>• <b>Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.</b></li> </ul> <p><b>Vocabulary:</b></p> <p><i>Empire, Aqueduct, Centurion, Emperor, Boudicca, Chariot, Invasion, Fort, Claudius, Hadrian, Celts</i></p>	
<b>Art</b>  <b>Focus:</b> <b>Printing</b>  <b>Visual element:</b> <b>Pattern &amp; colour</b>  <b>Artist</b>  <b>Clare Romano</b>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know how to draw an image onto polystyrene Press print/Safe print and print this using one or two colours.</li> <li>• I know how to make and repeat a print applying the right amount of ink, aiming to create several identical prints.</li> <li>• I know how to explore monoprinting as a technique.</li> <li>• I know how to draw and develop designs for printmaking in my sketchbook.</li> </ul> <p><b>Vocabulary:</b></p> <p><i>Inking up, directions, rotate, raised, textured, effect, monoprinting, scratched, peeling, pressure, repeat, reverse</i></p>	
<b>MFL</b>  <b>Spanish</b>  <b>Cafe</b>	<p>To apply new vocabulary to talk about the cafe. To recognise that an adjective must agree with the noun it describes. To order food and drink off a menu. To read a menu. To have a conversation in a café using role play.</p> <p><b>Vocabulary:</b> para, beber, comer, quiero, con, por favor, gracias, ¿Qué quieres beber?,¿Qué quieres comer? Aquí tienes. ¡Que aproveche!, primer plato, segundo plato, postre</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><b>Vocabulary:</b> <i>healthy, unhealthy, germs, ingredients, energy, repair, vitamins, natural, saturated fat, decay, medicine, allergies, vaccination, antibodies, research, immune system, doctor</i></p>
<p><b>Computing</b> <b>Ilearn2</b></p> <p><b>Digital Art</b> <b>Y3</b></p> <p><b>Storyboard</b> <b>Y3</b></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><b>Vocabulary:</b> <i>rotation, zoom, flip, symmetry, stamp, GIF</i></p> <p>To know how to add and edit backgrounds.</p> <p>To know how to add and edit characters, including changing posture, expression, and clothing.</p> <p>To know how to add narration and speech bubbles, including formatting text.</p> <p>To know how to duplicate objects to match scenes.</p> <p>To Know how to search for objects.</p> <p><b>Vocabulary:</b> <i>panels, backgrounds, narration, speech, format text, duplicate, arrange</i></p>
<p><b>R.E.</b></p> <p><b>Lancashire Scheme of work</b></p> <p><b>Hinduism</b></p> <p><b>Y3</b></p>	<p><b>Key Question: Who should we follow?</b></p> <p><b>Focus Question: What is expected of a person in following a religion or a belief?</b></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><b>Music</b></p> <p><b>Kapow</b></p> <p><b>Adapting &amp; transposing motifs</b> <b>(Romans</b></p>	<p><b><u>Key Knowledge</u></b></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 perform a motif, notating it with reasonable accuracy.</p> <p>Transpose their motif, using sharp or flat notes where necessary and changing the rhythm.</p> <p>Combine different versions of a musical motif and perform as a group using musical notation.</p> <p><b><u>Vocabulary:</u></b> <i>backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key, key signature loop</i></p>