

# Emperors and Empires

Year 3 Summer Term 2022

## Main subject for topic - History

**Context** - This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.

### Skills developed -

- Learn about the Roman Empire and its impact on Britain.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and frame historically valid questions
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

### Knowledge and key vocabulary -

- Key dates in Roman history include: 55-54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.
- The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.

## Brief outline of Learning Journey:

In this project the children will begin by learning about life in Ancient Rome. They will then learn about how the Roman Empire grew, understanding how Roman Armies were formed and led by Emperors. The children will then learn about the invasion of Britain and how life in cities changed, understanding the different inventions of the time. The topic will conclude by learning about the Roman withdrawal to understand why they left.

## Maths

**Main focus** - fractions, time, properties of shape and mass and capacity. **KIRFs** - units of time and the 4 times table.

The children will also be:

- Drawing pictograms and bar charts
- Revising written methods for addition, subtraction, multiplication and division
- Problem solving and reasoning

## Science

### Context - Plant Nutrition and Reproduction and Light and Shadows

These projects teach the children about the requirements of plants for growth and survival and light and dark, investigating the phenomena of reflections and shadows, looking for patterns in collected data.

### Skills developed:

- To describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.
- To understand the risks associated with looking at the Sun.

### Knowledge:

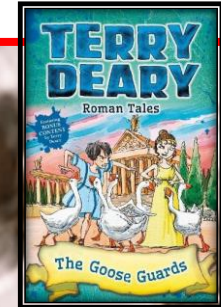
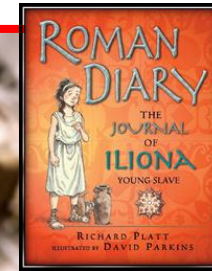
- The parts of a flower include the sepal, petal, stamen and carpel. The male stamen includes the anther and the filament. The female carpel consists of the stigma, style and ovary.
- Seed dispersal is the movement of seeds away from the parent plant.
- Light can be reflected from different surfaces.
- Shadows change shape and size when the light source moves. For example, when the light source is high above the object, the shadow is short and when the light source is low down, the object's shadow is long.
- A shadow is formed when light from a light source, such as the Sun, is blocked by an opaque object. Transparent objects allow light to pass through them and do not create shadows.

## English

**Key texts** - A Midsummer Night's Dream, The journal of Iliona a young slave, Roman Rewind and The Goose Guards.

**Reading** - the children will be studying the text 'Stitch Head' by Guy Bass, analysing the text using VIPERS questions - Vocabulary, Inference, Predict, Explain, Retrieve and Summarise. The children also need to continue with the reading challenge.

**Writing** - Children will be writing a diary entry, a recount and a non-chronological report about the Roman, focusing on punctuation, paragraphs and the correct use of spellings and tenses.



## Local links and Exciting experiences

Trip to Bignor Roman Villa 19<sup>th</sup> May  
Zoolab visit 20<sup>th</sup> May  
Jubilee picnic 26<sup>th</sup> May

# Emperors and Empires

## Design Technology

**Context:** This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.

### Skills:

- Investigate and analyse a range of existing products.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

### Knowledge:

- A greenhouse is a building where plants can grow in a warm and protected environment. Greenhouses let light in through transparent or translucent walls and roofs. Windows, vents or fans provide ventilation.
- Materials, such as glass and plastic are suitable for making greenhouse roofs and walls because they are transparent, waterproof and hardwearing.
- Diagonal struts create triangular shapes within a frame structure. Adding diagonal struts adds strength and stability.
- Specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples, or a combination of these. Safety rules must be followed to prevent injury from sharp blades.

## Computing

The children will start by familiarising themselves with word processing features such as text size, font, saving and retrieving work and printing. They will then use and apply the skills they have learnt this year to produce and present a piece of work of their choice, using programmes they feel confident with, such as Paint, Word, PowerPoint and the Internet.

## RE

In RE the children will be initially be learning about the Jewish festival of Shavuot, which means 'weeks' is celebrated 50 days (seven weeks) after Passover. Practising Jews celebrate the gift of the Torah and the Ten Commandments by visiting the synagogue, studying the Torah scrolls (sometimes all night) and possibly eating cheesecake. Shavuot is also a harvest festival that celebrates the end of the barley harvest and the beginning of the wheat harvest in Israel.

The children will then be learning about Hajj which is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it.

## French

In French lessons the children will learn numbers up to 31, the weather, shapes and parts of the body.

## PE

Mondays - swimming at Wesgate Leisure Centre  
Tuesdays - Real P.E. Core skills and ball games

## Jigsaw - Lifeskills

Summer 1: Relationships  
Summer 2: Changing Me

## Art and Design

The children will be completing two projects: **Beautiful Botanicals and Mosaic Masters.**

**Context:** In these projects the children will be taught about botanical art, focusing on natural weaving, printing and painting and all about Roman mosaics including the colours, patterns and themes found in them.

**Skills developed:** Using sketchbooks to gather and collate ideas, weave natural materials, make a two-colour print and use and combine a range of different materials.

### Knowledge:

- Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.
- Fruit is a popular subject matter for botanical artists and illustrators. It can be drawn and painted in different ways, including in its whole form, halved and sliced.
- A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae.

## Music

This half term's music unit is called Bringing Us Together and will be focusing on an original song of the same name. This Disco song is about friendship, peace, hope and unity so links to our PSHE learning as well as developing our musical skills. After half term our music unit is called Reflect, Rewind and Replay. The children will be continuing their glockenspiel work, copying and composing their own music. We will be performing our works to the class throughout the units, as we extend our pieces.