

# The Romans : Cross-Curricular Topic : Year 3/4

## History

- 1 Explore the story of how Rome was founded by Romulus and Remus and how the city expanded into an empire.
- 2 Investigate how society was structured in ancient Rome.
- 3 Research what daily life was like for the ancient Romans.
- 4 Discover what the ancient Romans did for entertainment.
- 5 Explore what the ancient Romans believed in and who their gods and goddesses were.

- KS2 - the Roman Empire and its impact on Britain

## PE

- 1 Explore the Romans' love of ball games and play a game of Harpastum.
  - 2 Investigate the variety of challenges that Roman soldiers would have undertaken at the Campus.
- KS2 - use running, jumping, throwing and catching in isolation and in combination
  - KS2 - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

## The Romans

A KS2 cross-curricular topic for Year 3 and 4.

## DT

- 1 Design and make a Roman drawstring purse.
- 2 Design and make a Roman shield, looking at typical colours, patterns and design.

- KS2 - 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
- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - 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
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

## Computing

- 1 Create a branching database of wild animals used in the Coliseum.
- 2 Use technology to create a database about Roman deities or emperors.
- 3 Use a spreadsheet to create a graph about the weather and climate in Rome.

- KS2 - 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

## Art

- 1 Make a Roman mosaic inspired by examples the Romans left behind.
- 2 Investigate the use of symbolism in art and create a piece of artwork to portray a Roman myth.
- 3 Use clay to create a reproduction of an ancient Roman artefact.

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials

## Geography

- 1 Identify Italy and its major cities on a map and explore its geographical features.
- 2 Explore the tourist attractions of Rome and analyse the city as a holiday resort.
- 3 Identify similarities and differences between Italy and Britain.

- KS2 - 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
- KS2 - 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
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

# The Romans

## Teacher's Topic Planner

Maths

English

Science

History  
5 Lessons

PlanBee 

Geography  
3 Lessons

PlanBee 

RE

Computing  
3 Lessons

PlanBee 

Art  
3 Lessons

PlanBee 

DT  
2 Lessons

PlanBee 

PE  
2 Lessons

PlanBee 

Music

# The Romans : Cross-Curricular Topic : Year 3/4

Teacher's notes:

**Geography**

**Computing**

**Art**

**DT**

**History**

**PE**



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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the legend of how Rome was founded and investigate how it grew into the Roman empire.	Children listen to the story of Romulus and Remus and discuss the accuracy of the story. They then investigate how Rome began using its strong trade links and armies to take over and rule surrounding tribes and villages eventually leading to a powerful empire.	<ul style="list-style-type: none"> <li>Can children re-tell the legend of Romulus and Remus?</li> <li>Do children know some of the reasons why Rome grew so rapidly from a city to an empire?</li> <li>Can children identify some of the countries that were under the rule of the Romans?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Roman Empire sheet (FSD? activity only)</li> <li>Atlases (FSD? activity only)</li> </ul>
Lesson 2	To find out about the social structure and organisation of ancient Rome.	Children will begin by comparing a monarchy and a republic and discussing the differences between the two for different types of people. They will investigate the different levels of society and learn about different Roman emperors and how they changed the lives of the people they ruled over.	<ul style="list-style-type: none"> <li>Can children explain what a republic is?</li> <li>Can children identify some of the different social classes of ancient Rome?</li> <li>Can children name some of the most famous Roman emperors and explain their role in the empire?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Information Sheet A</li> <li>Books, access to internet, etc.</li> <li>Research Cards A (FSD? activity only)</li> </ul>
Lesson 3	To carry out historical research to find out what daily life was like in ancient Rome.	Children will discover what daily life was like for Roman people including their buildings and facilities. They have the opportunity to look at photographs of different buildings the Romans left behind and discuss the different materials they were made from. Children are challenged to research different aspects of daily Roman life.	<ul style="list-style-type: none"> <li>Can children ask historical questions about a variety of topics?</li> <li>Can children use a variety of sources of information to find out about life in ancient Rome?</li> <li>Can children recall, select and organise historical facts and information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards A</li> <li>Book, access to internet, etc.</li> <li>Research Cards B (FSD? activity only)</li> </ul>
Lesson 4	To find out about ancient Roman entertainment and to explore the life of a gladiator.	Children look in more detail at the Roman entertainment of chariot racing and gladiator fights. They will discover the different buildings these events happened in and who the gladiators were. Children are challenged to think about the sights, sounds and smells of an amphitheatre and describe them.	<ul style="list-style-type: none"> <li>Can children name some of the most popular leisure activities of ancient Rome?</li> <li>Do children know what a gladiator is and some of the aspects of a gladiator's life?</li> <li>Can children communicate their understanding of history in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Cards B</li> </ul>
Lesson 5	To find out what the Romans believed and to investigate the gods and goddesses of ancient Rome.	Children will learn about the many Roman gods and what they were each worshipped for. The children have the opportunity to discuss the similarities between Roman and Greek gods and learn about how some are the same or similar with different names.	<ul style="list-style-type: none"> <li>Do children know that the ancient Romans believed in lots of different gods and goddesses?</li> <li>Can children name some of the main gods and goddesses of Roman mythology?</li> <li>Can children know what different aspects of life the major gods and goddesses were rulers of?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Challenge Card Card</li> </ul>

# The Romans : Cross-Curricular Topic : Year 3/4

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to create a Roman mosaic.	Children will analyse and explore the mosaics that the ancient Romans would decorate their houses and buildings with. They investigate how they are made and the designs they used before designing and making their own Roman-style mosaic.	<ul style="list-style-type: none"> <li>Do children know what mosaics are and how they were created by Roman craftsmen?</li> <li>Can children design their own mosaics?</li> <li>Can children create their own mosaics based on their design?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mosaic Pattern sheets</li> <li>Picture Cards A</li> <li>Picture Cards B (FSD? activity only)</li> <li>Worksheet 1A/1B (FSD? activity only)</li> <li>Tiles/squares of paper/paint</li> </ul>
Lesson 2	To be able to paint a scene from a Roman myth.	Children look at different paintings depicting scenes from Roman myths. They are challenged to look carefully for different symbols such as light and dark to let them know what is being shown in the painting. The children then listen to the myth of Echo and Narcissus and are challenged to paint a picture to show a scene from the story.	<ul style="list-style-type: none"> <li>Can children describe work by other artists and say what they think and feel about them?</li> <li>Can children use art to portray a Roman myth, god or goddess?</li> <li>Can children evaluate their own work and the work of others?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards C</li> <li>Worksheet 2A</li> <li>Paints/paintbrushes etc.</li> <li>Roman Gods and Goddesses sheet (FSD? activity only)</li> <li>Worksheet 2B (FSD? activity only)</li> </ul>
Lesson 3	To be able to use clay to make a reproduction of an ancient Roman artefact.	Children investigate different Roman artefacts and speculate what they could be used for. They look at the different artefacts shapes and designs and are challenged to recreate these features using clay.	<ul style="list-style-type: none"> <li>Do children recognise that artefacts are a good way of finding out about the past?</li> <li>Can children comment on ancient Roman artefacts and works of art?</li> <li>Can children recreate a Roman artefact using modelling clay?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards D</li> <li>Modelling clay and tools</li> <li>Paints/paintbrushes, etc.</li> <li>Playdough and Modroc (FSD? activity only)</li> </ul>

DT				
	Learning Objective	Overview	Assessment Questions	Resources
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.	<ul style="list-style-type: none"> <li>Can children design a purse in the style of a Roman purse?</li> <li>Can children work well with fabrics and a variety of tools and techniques to make a purse?</li> <li>Can children evaluate their finished products?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D/1E</li> <li>Fabric, cord, beads</li> <li>Fabric scissors, plates to draw around, needles, sharp tool for creating eyelets</li> <li>Items for decorating e.g. fabric paints, sequins, buttons, coloured thread, etc.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Can children make suggestions for how to make a Roman shield?</li> <li>Can children create a Roman shield following their design?</li> <li>Can children evaluate a finished product and say what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Cardboard, paint, string, tin foil, newspaper, etc.</li> <li>Large sheets of paper (FSD? activity only)</li> </ul>

# The Romans : Cross-Curricular Topic : Year 3/4

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate Italy and Rome on a map and to investigate what Italy is like.	Children begin by locating Italy on a world map and noting its distinctive shape. They then look at more of the physical features including mountain ranges and rivers that Italy has. They investigate the climates further and then explore the human features of the capital city of Rome.	<ul style="list-style-type: none"> <li>• Can children locate Italy on a world map?</li> <li>• Can children locate Rome on a map of Italy?</li> <li>• Can children describe what Italy is like?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Atlases</li> <li>• Domino Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to explore what Rome would be like as a holiday destination.	Children explore Rome as tourists and learn about the different attractions, including both the modern and the ancient Roman sites that people can see and visit. They analyse the attractions and decide on which attractions they would like to see. They can then produce a holiday brochure and itinerary.	<ul style="list-style-type: none"> <li>• Can children name some of the major tourist attractions in Rome?</li> <li>• Can children differentiate between ancient and modern attractions and buildings?</li> <li>• Can children communicate their knowledge in ways appropriate to the task?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A</li> <li>• A3/A4 paper</li> <li>• Roman Tourist Cards</li> <li>• Travel Brochure sheets</li> <li>• Worksheet 2B (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to compare the geography of Britain and Italy.	Children use their knowledge and understanding of the Romans and Italy to compare Italy to Britain. They are challenged to think about the landscapes of both countries as well as their climates and populations.	<ul style="list-style-type: none"> <li>• Can children suggest similarities and differences between two locations?</li> <li>• Can children explore the differences between two locations in terms of weather, climate and landscape?</li> <li>• Can children analyse evidence and draw conclusions?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Access to internet (FSD? activity only)</li> <li>• Worksheet 3D (FSD? activity only)</li> </ul>

PE				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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.	<ul style="list-style-type: none"> <li>• Do children know that Harpastum was a ball game played by the Romans as a form of training?</li> <li>• Can children suggest rules for the game?</li> <li>• Can children work as a team?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Balls</li> <li>• Stop-watches</li> </ul>
<b>Lesson 2</b>	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.	<ul style="list-style-type: none"> <li>• Do children know that the campus was used for track and field events by the Romans?</li> <li>• Can children compete in a variety of track and field events?</li> <li>• Can children discuss how exercise affects their bodies and fitness levels?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B</li> <li>• Balls, beanbags, skipping ropes, javelins, cones, etc.</li> <li>• Worksheet 2C (FSD? activity only)</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>



# The Romans : Cross-Curricular Topic : Year 3/4

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to create a branching database.	In this lesson, children learn how to create a branching database to sort and identify wild animals that were brought by the Romans to the Coliseum to be used in their games.	<ul style="list-style-type: none"> <li>•Can children create a simple branching database?</li> <li>•Can children use a simple branching database?</li> <li>•Can children compose yes/no questions to use in a branching database?</li> </ul>	<ul style="list-style-type: none"> <li>•Slides</li> <li>•Access to the internet</li> <li>•Help Sheet</li> <li>•Yes/No Cards (FSD? activity only)</li> <li>•Animal Cards (FSD? activity only)</li> <li>•Arrow Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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.	<ul style="list-style-type: none"> <li>• Can children explain what a database is and what it is used for?</li> <li>• Can children sort data into the relevant fields?</li> <li>• Can children enter data accurately into a computer-based database?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Data Cards (FSD? activity only)</li> <li>• Books, access to internet, etc. (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to use computing to create a spreadsheet and corresponding bar graph.	Children use spreadsheet software to create and present a bar chart to show the average monthly temperature and/or precipitation in Rome. They then use their charts and data to answer questions.	<ul style="list-style-type: none"> <li>• Can children recognise that data presented as a bar graph is easier to analyse?</li> <li>• Can children enter data as a spreadsheet?</li> <li>• Can children use a spreadsheet to create a bar graph?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Access to Excel or similar</li> </ul>

