

Year 3 HISTORY Topic 7: The Empire Strikes Back (6 Weeks)

Key Assessment Questions

Who was in Britain when the Romans invaded? When, why and how did they invade? What was life like in Roman Britain? How do historians know? Do all historians agree with each other about what sources tell us? What were the legacies of Roman occupation in Britain? How have historians played a part in how we see Boudicca?

SCHOOL VALUES (Summer 2): Respect With reference to the value of respect, children should be given the chance to explore and debate the ethics of invasion and occupation, and reflect on complexity of this, since the Romans left such an important legacy in the end.

KNOW

DO

UNDERSTAND

Know that an **empire** is groups of people under one person or group's leadership. (Revisit from Y2)

VOCABULARY

Revisit terms: **ancient civilization, empire, chronological, sources** and **evidence, BC and AD**

Explain why this period is counted as history **beyond living memory.**

New vocabulary introduced during this unit: **military and army, invasion, occupation and resistance** Children should develop in understanding of ancient civilization and empire and reference this period with their knowledge of Ancient Greece.

Chronological Understanding

Know that Ancient Greece and Ancient Rome both happened from 700BC onwards.

Know some key events in the spread of the Roman Empire

- 753 BC City of Rome is founded.
- 509 BC Rome becomes a Republic run by elected officials called senators.
- In 237 BC the Roman Empire was only in modern day Italy.
- By 44 BC the Empire had taken over most of Europe except Britain.
- 306 AD Roman Empire became Christian.

Know that there were 2 attempts made to invade and takeover Britain.

Identify the place of Ancient Rome on a timeline with some of Year 1, 2 and 3 known events.

Show clear narrative of the spread of the Roman Empire across Europe on a timeline and/or a map, showing important details and facts.

Connect Aztecs with Ancient Greeks, Ancient Rome and the end of the Iron Age.

The bigger chronological picture is coming together.

Geography Link – all of the learning in this unit should be centered on understanding of ancient and modern maps of Europe.

Enquiry (Sources and interpretation)

- Know that **invasion** is when an army goes to another country to fight for land and goods.
- Know that **occupation** means that the army has defeated the people who live in that country and now control them.
- Know that **resistance** means that you fight to stop others from taking what is yours.
- **Historical interpretation means historians don't always agree on how the same event in history took place.**

Research and explain what life for a Roman gladiator was like. Literacy Link

Describe what life was like in Roman Britain, using secondary sources.

Whose version was right when thinking about the defeat of Boudicca? Compare 2 historians' views of how she was defeated (Tacitus and Cassius Dio's).

Investigate artefacts found in Wales and begin to see how historians deduce whether they show us that there was a Roman villa or not.*

Children should be more confident in understanding that our knowledge of the past is constructed from a range of sources.

Children should build deeper understanding of how historians use evidence to understand the past.

Enquiry: Cause & consequence, change & continuity, similarity & difference **Significance**

- Know that modern Rome is very different from Ancient Rome.
- Know that modern day life in UK would not be the same if the Romans had not come to Britain.
- **Legacy** means something that has been left behind or passed on.

Why did the Roman Emperor Claudius leave hot sunny Italy to invade cold wet Britain?*

What image do we have of Boudicca today? How have historians played a part in how we see Boudicca?*

Describe some ways that the Roman invasion and occupation have influenced our lives today
Should the Romans have invaded Britain? What do historians think?

Make links between events and changes within and across different periods, countries and societies.

PSHE and British Values

Children should explore the ethics of invasion and occupation and reflect on complexity of this.

By the end of the unit, the children will understand how and why the Romans left Britain by 410 AD.

Year 3 Geography

The Empire Strikes Back

Assessment Questions

- Where in the world is Italy? Show on map. In which continent is Italy? What is the capital city? Which seas/oceans are near Italy?
- Describe some physical features of Italy? What are some **biomes**? What kind of **climate** exists in the north v the south of the country?
- Describe some human features of Italy (landmarks, population, tourism) Why do people want to visit? Name some countries that Roman Empire invaded and occupied.
- What kind of settlements did Romans build? How were they more sophisticated than Iron Age Hillforts?

Know	Do	Understand
<p><u>Locational Knowledge</u> I know that Rome is the capital city of Italy and Italy can be found in Europe (makes links with Greece from previous topic)</p> <p><u>Human and Physical Geography</u> I know that Italy is a peninsula – a large section of land that juts out to sea, which is mostly surrounded by water. I know which borders Italy shares</p> <p>I can explain the difference between human and physical geography, giving examples (natural features, biomes, climate, land height/ population, settlement, tourism)</p> <p>I know that the north of the country has a different climate from the south of the country and I can name plants and vegetation which grows in both places.</p> <p>I can name some of the countries that Rome invaded.</p> <p><u>Vocabulary</u> Rome, Italy, Europe, peninsula, border Human and Physical Geography, population, biomes, climate, land – use Geography Core Concepts: Landmarks Settlement Climate Land-use Population Environment (BIOMES)</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Find Italy and main cities on various maps. With support, locate the names of Italy's surrounding seas on a map of Europe.</p> <p>Track the route Roman soldiers would have taken, when invading other countries (including the UK) on a map of Europe/ I can mark the Roman Empire on a map. Locate and name some towns in the UK on a map that Romans founded and named.</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Using previous knowledge of Europe and Greece and the equator, comment on the climate in Italy (with reference to the equator). Research human (population, landmarks in Rome, tourism) and physical features (vegetation, climate, soils for wine, land forms), comparing the different biomes and climates between the north and south of Italy. Compare settlements of Celts in Iron Age Hillforts (link to history/geography studied in Amazing Archaeologists) with Roman villas.</p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>This unit is predominantly historical, with the children learning about the rise of the Roman Empire and why it was so successful in invading and conquering other countries. It provides the children with further opportunities to deepen their locational knowledge of Europe as well as making comparisons between the climate and biomes of Greece (studied in a previous topic) Children also consider reasons why The Romans invaded other countries and learn more about these sophisticated settlements built by them - Roman villas, Roman towns and Roman roads – many of which are still used today.</p>

Year 3 MUSIC Topic 7: The Empire Strikes Back

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • Music is used within technology for effect • Voices and instruments can be used creatively and expressively to convey an idea • A score can be made using symbols <p>Vocabulary: Pitch Dynamic Symbol Score sequence earcon</p>	<p>Music express: Communication (3) The children will be shown images to go with ‘earcons’ - short, catchy sounds linked to carrying out individual tasks, e.g. on a computer (like an icon is one you can see). They will play games with them, rearranging the icons to listen to the earcons in a sequence. They will listen to and earn ‘the emoticon song’, using facial expressions to match. They will think about what sounds they can use for each emoticon (emoji) and use different instruments and sound makers thinking about: the different timbres that can be produced, how loudly to play, how long or short to play the sounds.</p> <p>The children will learn to sing ‘the telephone song’, in two parts for the call and response. They will use their voices to mimic different ringtones and then make their own using their voices creatively to think about pitch, volume, different words and noises. They will record their sounds and evaluate them, experimenting with making changes in pitch and dynamics, The children will listen to the music which has been composed for different apps and give reasons about which one matches and why.</p> <p>They will listen to the audio for ‘smiley computer game’ and explore how the sound effects reflect the game movements, They will learn to play the 4 different themes for the character suing tuned percussion instruments. They will then choose their own movement and compose an earcon for it. The children will move onto making their own graphic scores, using combinations and sequences of smiley movement cards.</p> <p>Cross curricular links: The children can learn lots of songs through the BBC singing resource. BBC romans musical - song 8 ‘make a mosaic’ links well to the Art week focus.</p>	<p><i>This unit gives children the opportunity to see how music is used in technology. It also gives them to play lots of games to experiment with using their voices/ instruments to become more confident at using them expressively.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils improvise and compose music using the inter-related dimensions of music • Pupils learn to sing and play a musical instrument