



Theme Overview: Raging Ruins
Year B - Autumn Term
Years 3/4

Key Questions

Autumn 1: What effect did the Roman Empire have on Britain?
Autumn 2: What makes the earth angry?



Curriculum Intent (link with values etc):
(Where are you going and why!)

This topic will cover the Romans and the extreme earth. Within these topics there will be a big humanities focus mainly history- starting to develop an understanding of chronology for different events and identifying what it would be like to live in the past. This will include internet research and work in computing on bias and reliability of sources.

This links in with our value of compassion, sympathising for individuals and understanding the impact on people's lives- e.g. having to be there for one another and to support families during times of tragedy. At the end of the topic, the children will be able to talk in detail about the impact Mount Vesuvius had and the impact it had on the villagers in 79AD and surrounding villages. They will understand the importance of using a timeline for chronology and be able to order events. Additionally, final outcomes include; in English a diary entry, in topic a speech from the role of Boudica and be able to use specialist vocabulary in all topic work.

Enrichment and Experiences:

Outdoor learning collecting clay from the riverbanks and making it into mosaics.
Roman day- looking at what it was like to live as a Roman, trying on armour etc

English – long term overview coverage:

Autumn 1- Fiction

Historical fiction- Escape from Pompeii
Diary writing- Recount from the perspective of one of the story characters
Tranio or Livia

Non-Fiction

Instructional writing- How to be a roman Gladiator
Power of 3 ing and 3_ed All the W's Similes List sentences

Autumn 2- Fiction

Story writing- creative writing
Fantasy- iwonder

Non-Fiction

Wanted poster- character description
Personification BOYS (fanboys) Double ly words (adverbs) BOBs

Possible texts:

Escape from Pompeii- this book links in with both topics as it is set in 79AD and is about the eruption of Mount Vesuvius.

Opportunities for Cross Curricular Maths:

Perimeter of roman villas- investigating the perimeter of shapes and looking at villa floorplans and from a birds eye view.

Science NC objectives:

Working Scientifically

- setting up simple practical enquiries, comparative and fair tests
• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Forces and Magnets

- compare how things move on different surfaces
• notice that some forces need contact between two objects, but magnetic forces can act at a distance
• observe how magnets attract or repel each other and attract some materials and not others
• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

- describe magnets as having two poles
 - predict whether two magnets will attract or repel each other, depending on which poles are facing.
- [Following on from English looking at instructions for how to make a Roman road, children in science can look at first wheels and good materials and shapes etc.](#)

Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

[Making fossils with plaster of paris.](#)

Geography NC objectives- Physical Geography

- types of settlement and land use
- describe and understand key aspects of volcanoes and earthquakes

History NC objectives

the Roman Empire and its impact on Britain

Examples (non-statutory) This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Art NC objectives

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

[Roman mosaic tiles- collecting clay from the riverbanks to design and create tiles.](#)

[Use of charcoal when studying pictures of the stone bodies in Pompeii.](#)

Computing

CQ Threshold concept: Collect

NC objectives:

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

DT NC objectives

Design

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Evaluate

- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

PSHE NC objectives

Friendships

R10: about the importance of friendships; strategies for building positive friendships; how positive friendships supports wellbeing.

R11: what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

R12: to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

R13: the importance of seeking support if feeling lonely or excluded.

R14: that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

R15: strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

