

# Invaders

## Rationale:

Using timelines, children understand the chronology of when the Roman ages were and the part of the Roman era that impacted Britain. They identify the reasons why the Romans wanted to invade Britain and their motivation for continuing to invade despite earlier failures. They assess the impact and legacy of the Roman occupation of Britain, including: the local area, infrastructure, the achievements of the Roman army in invading and protecting Britain, and the Boudicca uprising. The concept of invasion brings a new focus to settlement as we explore why the Romans came and settled and how they changed Britain. For the first time we think about economic activity and trade links, learning about Roman roads and market towns.

## Prior Learning:

Children will continue to build their understanding of the chronology of British history. Children in year 4 have explored Stone Age to Iron Age and will now continue their learning into the next significant period in Britain – the Roman invasion and occupation of Britain.

In KS1, children have learnt about India and how different it is to the UK by comparing a street in India to a street in Borough Green. They have explored the climate and location of India and compared it to the climate and location of the country we live in. In Journeys last year, year 4s learnt about life in a town in Norway covering topics such as school, uniform, journeys, food, homes, location, climate and interesting events. We will now explore a different part of the world with a focus on Rome and why it is a popular tourist destination today.

During Meet the Flintstones, we studied the Neolithic move from hunter-gatherer to farming, considering why this happened and what farmers needed to live a more settled life. We can now compare this to Roman settlements and the infrastructure they created.

Children will continue to gain knowledge and skills in art and design by exploring the work of the ancient craftsmen who created Roman mosaics. In KS1, children have learnt about the use of pattern in art by looking at the artist Rousseau. They have also created collages of city skylines in The London Look. In the previous term, children in year 3 and 4 have learnt about William Morris' use of pattern in his wallpaper. In this experience, children will explore the geometric patterns and use of colour in the roman mosaics, and experiment and create their own roman-style patterns using internet pages and paper collage.

## Hook:

Children will take part in a Roman experience day at Kent Life. They will have the opportunity to make a leather amulet, meet Boudicca and a Roman centurion, and learn some Latin to contribute to a Roman graffiti wall.

## Outcome:

- Write a narrative based on Escape from Pompeii.
- Explain the impact of the Roman Empire on Britain.
- Create a mosaic.
- Create Wikipedia page.

## CLA (Core Learning Area)

### Literacy

- Write narrative sentences in the third person.
- Write a diary entry in the first person.
- Rehearse sentences orally to support ideas and sentence structure.
- Add detail by writing two or three sentences around the same idea.

### Grammar

- Write different types of sentences – statements, questions, exclamations and commands.
- Use prepositions for time and place.
- Use adverbs to enhance verbs.

- Use apostrophe for singular possession.

### History

- Create timelines to understand the chronology of the Roman period and how it fits into the history children have already studied.
- Understand the meaning of the word 'Empire' and explain why the Romans chose to invade Britain.
- Assess the impact of Roman achievements, society and religion on Britain.
- Consider the impact of the Roman occupation on the inhabitants of Britain (Celts).
- Analyse sources of evidence and draw conclusions about their reliability.

### Geography

- Learn about why Rome is a popular tourist destination and the physical geography and climate there.
- Explore why the Romans came and settled in Britain and how they changed it.
- Consider economic activity and trade links, learning about Roman roads and market towns.
- Understand the formation and structure of volcanoes, with a focus on Vesuvius.

### ICT

- Understand the conventions for collaborative online work, particularly in wikis
- Become familiar with Wikipedia, including potential problems with usage
- Practise research skills
- Write for a target audience using a wiki tool and develop proof reading skills

### Art and Design

- Understand the purpose of mosaics in Ancient Roman times.
- Explore their historical importance to historians.
- Analyse colour and pattern used by craftsmen in creating mosaics.
- Improve mastery of art by designing and creating online mosaics using web pages and physical mosaics using art supplies.
- Begin to evaluate and analyse finished work.

### Learning Value Focus

#### Value:

Empathy and community

#### Skill:

Asking questions

#### How Long?

7 Weeks

#### When?

Term 2: Weeks 1-7

#### Continuous Learning:

SPAG, Maths, Music, PSHE, French, PE

#### Parental Involvement:

Continue to read daily and practise times tables.

#### Homework tasks:

w/c 7<sup>th</sup> November 2022

Research, draw and label a Roman soldier's armour and duties.

w/c 14<sup>th</sup> November 2022

Create your own mosaic using any practical materials at home Eg. leaves, buttons, paper.

w/c 21<sup>st</sup> November 2022

Research the local Roman site, Lullingstone Roman Villa. What is there and what were the different rooms for? This can be an online search if you are unable to visit

w/c 28<sup>th</sup> November 2022

Create an advent calendar using Roman numerals.

w/c 5<sup>th</sup> December 2022

Find out about another volcano in the world (not Mount Vesuvius). Where is it? When did it last erupt?

w/c 12<sup>th</sup> December 2022

Invent your own holiday resort in Italy and create a poster about it. What would your resort have to encourage tourists to visit?

### **Key Questions:**

What is an empire?

The Roman Empire didn't really have that much impact on Britain, did it?

When and why did Britain become part of the Roman Empire?

Why is Rome a popular tourist destination today? Think about location, climate, physical and human geography.

What are the positive effects of tourism on an area? What are the negative effects?

How are volcanoes formed? Can you describe some of their key features?