



Theme Overview: The past why is it important? Year 2020/21 – autumn term Value – Compassion

Key Questions

Autumn 1: What did the Romans do for us?

Autumn 2: How has leisure and entertainment changed over the 20th Century?



Curriculum Intent (link with values etc):

-This topic will allow children:

- *To talk, investigate and interpret the past using a variety of sources.*
- *They will build an overview of the Romans and the effect they had on Great Britain and how it was different for different sections of society.*
- *They will be able to describe and understand chronology and the passing of time entertainment especially radio and film.*
- *They will understand the importance of communicate historically using historical vocabulary and techniques to convey information about the past.*

The final outcome will allow children to discuss the Romans and leisure and entertainment in the 20th Century by using artefacts, secondary and primary resources using the key concepts learnt.

- They will show this by writing about the topics in various forms, diary entry, story and information text and instructions.
- Discussion and debates using historical vocabulary
- Drama

Through out this topic the value of compassion will be linked with the different social sections of society.

Enrichment and Experiences:

Corinium museum Cirencester /Chedworth or Bath roman baths – term 1

Cinema trip/ Stroud museum/ Bristol BBC tour - term 2

English – long term overview coverage:

Term 1- Information texts – 2 weeks

Explanation text about Volcanoes – 2weeks

Roman Myths – 2 weeks

Term 2- Biography – Billy Butlin

Poetry –

Newspaper report -

Story –creative? – adventure ?

Sentence structure:

LKS2- Use a mixture of simple, compound and complex sentences.

• Write sentences that include:• conjunction• adverbs• direct speech, punctuated correctly• clauses • adverbial phrases.

UKS2-Write sentences that include: • relative clauses• modal verbs• relative pronouns• brackets• parenthesis• a mixture of active and passive voice• a clear subject and object• hyphens, colons and semi colons • bullet points.

Ongoing SPAG throughout all units of work.

Reading – reciprocal reading using texts linked to topics-

Reading comprehension skill development

Possible texts:

Escape from

Pompeii-

The Thieves of

Ostia-

Roman Myths –

Rhomulus and

Remus

Non – fiction texts about rome

Opportunities for Cross Curricular Maths:

Roman numerals.

Time lines and time.

Graphs and data analysis

<p>History NC objectives: LKS2</p> <p>Most children will:</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>UKS2</p> <p>Most children will:</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use appropriate historical vocabulary to communicate, including: • date • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
<p>Science (Rock and soils- volcanoes Pompeii , light and sound –radio and tv)</p> <p>NC objectives :</p>	
<p>LKS2- rocks and soils</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. <p>Light and sound:</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. 	<p>UKS2</p> <p>Along with objectives from LKS2</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. <p>Light and sound :</p> <ul style="list-style-type: none"> • understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance

	from the sound source increases.
<p>Geography NC objectives : Geography won't be a focus this term but links will be made with map work and seeing where in the world the Romans conquered and where the capital of the Roman Empire is.</p> <p>We will also address the United Kingdom and key towns and cities with the Roman occupancy.</p> <p>Covering these key concepts from Geography</p> <ul style="list-style-type: none"> • An excellent knowledge of where places are and what they are like. • An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. • An extensive base of geographical knowledge and vocabulary. 	
Art NC objectives: term 2 drawing for cartoons and digital media;	
<p>LKS2:</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Digital media:</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<p>UKS2:</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Digital media:</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
<p>DT NC objectives: term 1 –Make a Roman catapult and Roman banquet</p> <p>All: Design, make, evaluate and improve</p> <p>This concept involves developing the process of design thinking and seeing design as a process.</p>	
<p>LKS2</p> <p>Food:</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Materials:</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. 	<p>UKS2</p> <p>Food:</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Materials:</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape
<p>PSHE NC objectives:</p> <p>Still to come need to discuss what would be the best topics to cover as might have to do SRE if school not back till after the summer.</p>	