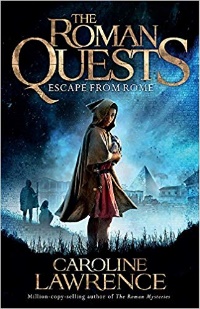
|  |
| --- |
| **Linked Art:** Roman architecture / mosaics |
|  |

|  |
| --- |
| **Linked Text:** The Roman Quests |
|  |

**Skills**

|  |  |
| --- | --- |
| Communicate clearly | x |
| Collaborate with others | x |
| Apply knowledge to new situations | x |
| Make judgements and decisions |  |
| Ask questions | x |
| Solve problems | x |
| Metacognition |  |
| Reflect | x |
| Adapt to change |  |
| Manage goals and time |  |
| Take risks |  |
| Self-direct learning | x |
| Persist despite setbacks | x |
| Be curious | x |
| Manage projects |  |
| Guide and lead others |  |
| Access and evaluate information | x |
| Analyse media |  |
| Create media products |  |
| Apply technology effectively |  |
| Perform in front of a group | x |
| Select and use appropriate writing genres | x |
| Use tier 2 and tier 3 vocabulary | x |



**Curriculum Learners**

* **As historians,** we will learn about the Roman Empire and its impact on Britain (Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army. The 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.

We will study the Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire.

* **As geographers,** we will name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics – comparing land changes and use since the Roman period
* **As musicians,** we will perform, listen to, review and evaluate music across a range of historical periods.
* **As mathematicians,** we will complete a maths investigation.
* **In DT as chefs,** we will prepare and cook a savoury dish
* **As artists,** we will improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
* **In computing,** we will study purple mash unit 5.7 – Concept Maps.
* **In R.E.,** we will study unit 5.1 – Expressions of Faith

**Showcase**

|  |  |
| --- | --- |
| Role Play |  |
| IT Presentation | x |
| Poster | x |
| Design Creation |  |
| Digital Media |  |
| Art Work | x |
| Dance |  |
| Production |  |
| Writing Genre – Narrative | x |
| Writing Genre – Non-Fiction | x |
| Group Project | x |
|  |  |

**Tier 2 Vocabulary**

adequate anticipate collaborate contaminate convince correlate deny derive

despite generate hence imply method objective ought persist precise protagonist

provide pursue reassure recount resolution subsequent terminate

**Enrichment**

Weekly ukulele/glockenspiel lessons

**Hook Event**

Gladiator training