

Year Group: Six	Book Title: The Thieves of Ostia
Topic Title: Romans on the Rampage	Main Theme: Ancient Romans
Topic I.Q. (Investigative Question): What legacies did the Ancient Romans leave behind?	Key Vocabulary: shield, <i>scutum</i> , battle formations, legion, plan, design, evaluate, construct, mosaics, texture, shade, shape, form, tone, depth, contrast, mix, blend, fluid, aesthetics, image, colour, medium, landscape, background, foreground perspective, proportion, tool, natural
<p>Art - Pupils should be taught about:</p> <ul style="list-style-type: none"> • how to record their observations and use them to review and revisit ideas e.g. recreating a piece of art inspired by Ancient Rome • improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. Roman mosaics, pottery, models of the Colosseum • great artists, architects and designers in Ancient Rome <p>Design and Technology - Pupils should be taught about:</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups e.g. Roman army equipment; pottery; Roman jewellery, weaving, clothing, recipes • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and diagrams e.g. construction of amphitheatres such as the Colosseum; Circus Maximus, Roman baths, Roman Forum; a villa • understand how key events and individuals in design and technology have helped shape the world e.g. Roman architecture, roads, aqueducts • understand and use mechanical systems in their products [for example levers] e.g. Roman army equipment – the catapult or ballista • test electricity 	
<p>Opportunities for children to develop and apply skills to a greater depth:</p> <ul style="list-style-type: none"> • use knowledge of the Roman army to plan, design, use and evaluate a Roman shield. Children use shields to re-enact battle formations on the playground e.g. The Turtle, The Wedge, The Repel Cavalry and The Orb • Study Roman art e.g. use mosaics and frescos (linked to Ostia) as historical sources – what can they learn about daily life in a Roman town? Children create a clay tile to replicate mosaic designs • Learn how to sketch landscapes, focussing on perspective and proportion. Learn how to use watercolours: understanding a paint palette and mixing, blending and contrasting colours. Use and apply these skills to create a painting of Mount Vesuvius erupting. • Using and applying scientific and geographical knowledge of volcanoes to create diagrams to label, using different mediums e.g. gum paper • Create erupting volcanoes – using knowledge of scientific investigations to plan and carry out experiment 	

Year Group: Six	Book Title: <i>Letters from the Lighthouse</i>
Topic Title: The Woeful Second World War	Main Theme: World War Two
Topic I.Q. (Investigative Question): Was it Britain's Finest hour?	Key Vocabulary: texture, shade, shape, form, tone, depth, contrast, mix, blend, fluid, aesthetics, image, colour, medium, landscape, background, foreground, perspective, proportion, tool, bomb shelter, Anderson shelter, Morrison Shelter, Public shelter, Blitz, silhouette, motion, inspiration, lifelike, technique, complex, thought-provoking, propaganda, bias, emotionally charged, historical source, semi-abstract, natural, unique
<p>Art - Pupils should be taught about:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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] e.g. • about great artists, architects and designers in history <p>Design and Technology - Pupils should be taught about:</p> <ul style="list-style-type: none"> • rationing and recipes linked to cooking • technological advances since WW2 	
<p>Opportunities for children to develop and apply skills to a greater depth:</p> <ul style="list-style-type: none"> • Learn how to show texture, shade and depth with chalk. Use these skills to create city skylines of the Blitz • Use and apply knowledge of bomb shelters to plan, design, create and evaluate replicas • Look at WW2 art as historical sources e.g. propaganda – government intentions, persuasive language, use of colour and image; study of an artist e.g. Henry Moore; children to create their own propaganda posters and paintings inspired by Henry Moore • Learn how to show movement in art (look at examples e.g. in Beano comics) and apply skills to sketch a spitfire in flight 	

The topic 'Romans on the Rampage' builds on Year 5's topic on Ancient Greece and looks at the lasting influence the Romans had on the western world. We start by looking at the history of Rome - legend and fact - and understand where in Europe Rome is, and how the Romans came to extend their influence and create such a large and influential empire. Children understand the power and organisation of the Roman army and ask and answer

historically relevant questions about why it was so successful. Looking at the Roman legacy, children come to understand how many aspects of modern life can, in effect, be traced back in some way to the Romans by studying the cities, the rule of law, Roman numerals and the calendar we use today.

The 'Woeful Second World War' topic focuses on the outbreak of World War 2, what is meant by the 'Phoney War' and why the Battle of Britain was such a significant turning point in British History. Looking at the location of the countries involved highlights links to the British Empire and its commonwealth countries. In addition, children will research the lives of the ordinary people who faced the Blitz with a focus on rationing, the Blackout, evacuation and the role of women. Links to human rights and responsibilities learnt in Y4 will be built on as we examine the lives of the Jewish people during World War 2 and cover the terrible discrimination, oppression and liberation of the concentration camps.