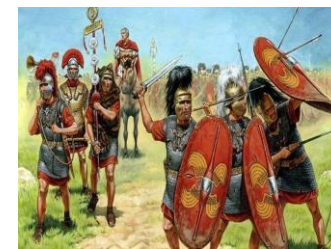


# Year 3 – Spring Term – Learning Challenges



Big Question

Why were the Romans so powerful and what did we learn from them?

## Learning Challenges

|   | 1) What is an 'invasion' and which countries have been 'invaded' recently?<br><b>2 weeks</b> | 2) Where were the Romans from and why did they come to Britain?<br><b>3 weeks</b>   | 3) What did the Romans ever do for us?<br><b>2 weeks</b>   | 4) Would you prefer to be a gladiator or a Premiership Footballer?<br><b>2 weeks</b> | 5) <b>PUPIL LED</b> – Learning Challenge<br><b>3 weeks</b> |
|---|--|---|--|--|--|
| English   |  | Write from a soldier's point of view.   | Instructional text – How to make a Roman Road              | Persuasive writing – Gladiator or Premiership Football                               |  |
| Geography   | Locating countries and major cities on a map.  | Locate major Roman towns on a map.<br><br>Create a route of their journey on a map. |  |  |  |
| History   | Focus on recent examples of invasions e.g. WW2.  | Compare Rome and Britain.   | Roman Inventions   | History of Gladiator fighting and the arenas they fought in.                         |  |
| Art/DT and Music  |  | <b>DT – Textiles</b><br><b>2D to 3D shape</b><br><b>Roman Drawstring Purse</b>      | <b>Art – Roman Mosaics</b><br><br>Dance like a Roman song. |  |  |
| Speaking and listening, questions and debate style sessions | Debate – Is it wrong to invade another country?  |   | Roman Rule – positive or negative?                         |  |  |

## **Year 3 – Spring Term – Compulsory Objective Guidance**

### **Geography**

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

### **History**

Pupils should be taught about the Roman empire and its impact on Britain

*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*

### **Music**

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music

Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

### **Art**

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with [a range of materials](#)

Ar2/1.3 about great artists, architects and designers in history.