

‘The Romanisation of Britain + Where On Earth Are We?’

Year Groups: 5/6	Term: Autumn B	Theme: Romans + Mapwork + Living Things and their Habitats	
Curriculum Objectives		Links to English and Maths	
<p>Art and Design objectives:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and painting with a range of materials to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately understand how key events and individuals in design and technology have helped shape the world generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Geography objectives:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>History objectives:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain <p>Science objectives:</p> <ul style="list-style-type: none"> set up simple, practical enquiries, comparative and fair tests; Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 		<p>English:</p> <ul style="list-style-type: none"> Discussion Explanation <p>Maths:</p> <ul style="list-style-type: none"> Chronology Data handling 3D shape Measure 	

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Lesson	Subject/s	Learning Objective	Lesson	Subject/s	Learning Objective
1	History	Can the children identify the structure of the Roman army and to analyse why it was such a powerful fighting force in the ancient world?	16	Geography	Can the children identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and the Southern Hemisphere?
2	History	Can the children understand why the Romans successfully invaded Britain? How and why did the Roman empire spread? Can the children put key facts about the attempted invasion of Britain by Julius Caesar and the successful invasion and conquest by Claudius on a timeline?	17	Geography	Can the children identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?
3	History	Can the children understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made?	18	Science	Plant Reproduction Describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants.
4	Local History	Can the children make connections between the previous lesson and the rise of Boudica and the Iceni tribe and their resistance to the Roman Empire in Britain? What were the consequences of Boudica’s failure to defeat the Romans?	19	Science	Plant Reproduction Describe the life process of reproduction in some plants and animals by exploring asexual reproduction in plants.
5	Geography / History	Can the children name and locate countries and Roman cities of the United Kingdom? Can they identify reasons why they Romans decided to locate their cities in these geographical locations?	20	Science	Mammals Describe the life cycle of a mammal by exploring the life cycles of different mammals. Describe the life process of reproduction in some plants and animals by describing sexual reproduction in mammals.
6	History/RE	Can the children construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped?	21	Science	Jane Goodall Describe the process of reproduction and the life cycle of a mammal by exploring Jane Goodall’s work with chimpanzees.
7	History/Art	Can the children further explore the power of the Roman army	22	Science	Metamorphosis

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		that has been depicted in their art?			Describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.
8	History/Art	Can the children use clay to produce a model of a fierce bust of themselves as a Roman soldier?	23	Science	Comparing Life Cycles Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds.
9	History	Can the children show understanding of the impact of Roman settlement in Britain? How did the Romans change the way that people lived in towns? What technology did they bring?	24	Science	Classifying Plants and Animals Give reasons for classifying plants and animals based on specific characteristics in the context of sorting and grouping animals for a zoo.
10	History/Science	Can the children become familiar with the Roman architectural style and in particular their use of columns?	25	Science	Linnaean System Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals by finding out about the Linnaean System of classification.
11	History/Science	Can the children understand why arches are used in construction and why they are so strong?	26	Science	Animal Classification Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals by identifying the characteristics of mammals, birds, insects, reptiles, amphibians, fish, arachnids, annelids, crustaceans, echinoderms and molluscs. Give reasons for classifying plants and animals based on specific

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					characteristics by exploring unusual creatures and designing their own curious creature.
12	History	Can the children understand why the Romans built new roads in Britain? Do they know where some of the main roads ran from and to and know how the roads were made?	28	Science	Microorganisms Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals by exploring helpful and harmful micro-organisms.
13	History	Can the children explain what the Roman baths were and know about the different amenities they contained? What does this tell us about the Roman view of hygiene?	29	Science	Microorganisms To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
14	History/RE	Can the children understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped? How did their beliefs affect the local population?	30	Science	Field Guide To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals by grouping organisms found in the local habitat.
15	History/RE	Can the children understand how early Christianity affected Roman traditional aspects of culture and belief?	31	DT	Can the children design and construct a simple catapult using a simple lever?