



Wow Starter: Turn classroom into an archaeological dig with Roman artefacts. Listening to Ancient Roman style music.

Final Event: Roman banquet. Visit to St Albans Museum, hypocaust and Verulamium?

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Rocks LKS2

- **sc47** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- **sc48** describe in simple terms how fossils are formed when things that have lived are trapped within rock
- **sc49** recognise that soils are made from rocks and organic matter.

Location knowledge LKS2

- **ge29** I know the major cities in the countries I can identify
 - **ge30** I can talk about the environmental regions and key human and physical characteristics of the countries I can identify
 - **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)
- Place knowledge LKS2**
- **ge38** I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

Core Skills across the Key Stage LKS2

- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi33** know about the importance of the Roman Empire in Europe and the wider world and its impact on Britain
- **hi61** I know about the way of life and beliefs of a particular ancient civilisation and can compare and contrast its main features with societies or other periods I have studied, including my own

PHYSICAL EDUCATION

LKS2

- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
- **pe5** I can play competitive net, striking, fielding and invasion games
- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them

- **pe6** I can identify the techniques I need to practice to improve my strength and performance in athletic activities
- **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance
- **pe7** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad13** I can show examples of painting with different kinds of paint

Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt27** I can communicate my ideas through annotated sketches
- **dt29** I can make a model of my design

Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt34** I can join, assemble and combine components with precision

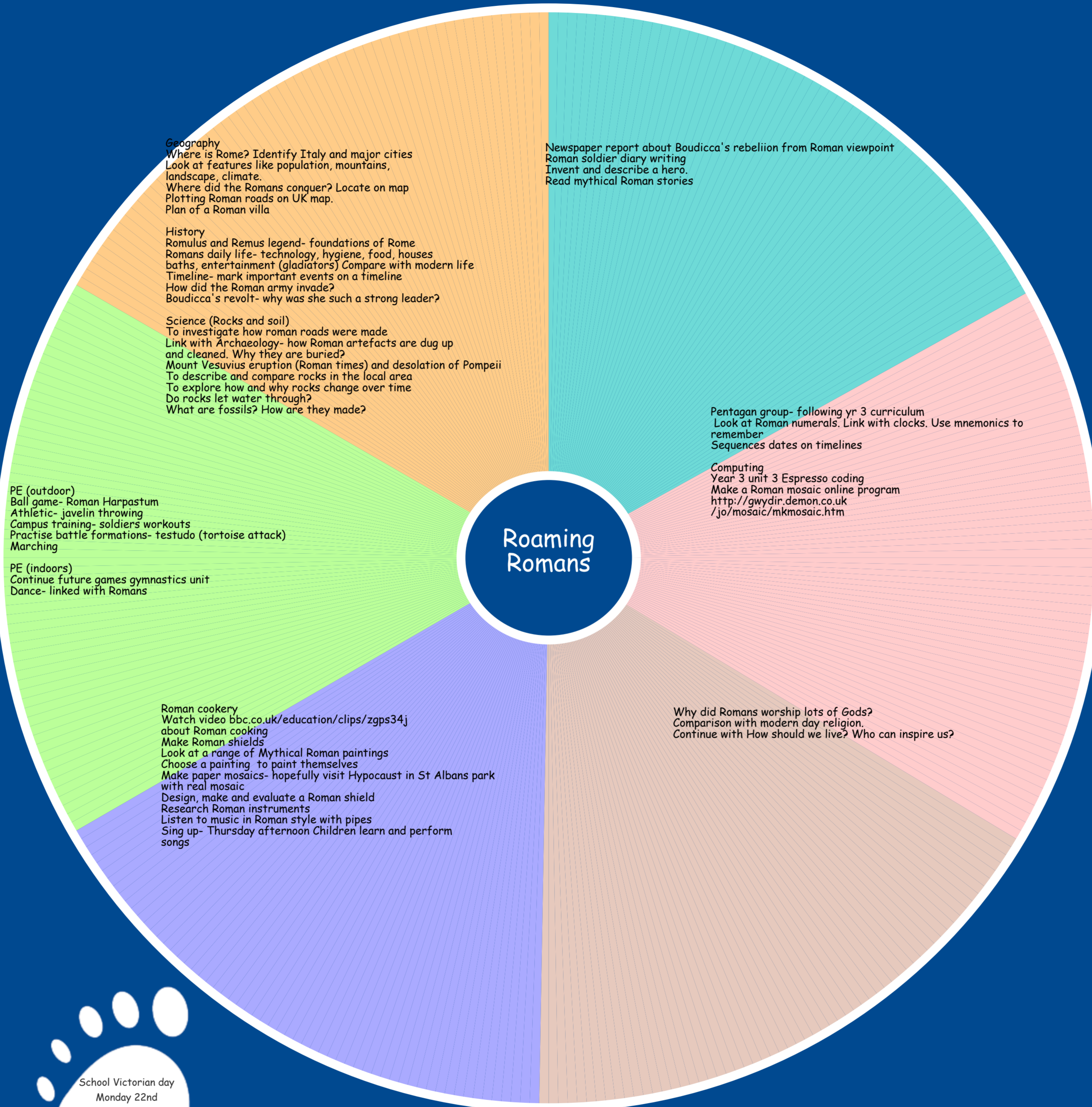
- **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

Evaluate LKS2

- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design
- **dt41** I know about some significant developments in technology that have helped to shape the world

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu19** I can describe, compare and evaluate different kinds of music
- **mu20** I can identify music from different traditions
- **mu22** I can talk about the music in the periods of history I have studied, what part it played in people's lives and how modern notation and instruments developed over time



Roaming Romans



School Victorian day
Monday 22nd
February
Children to dress up

OUTDOOR LEARNING

Roman games, soldier training and athletics
Investigating local area for different rock types.

LITERACY

Reading - comprehension LKS2

- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing - composition LKS2

- **e168** organising paragraphs around a theme
- **e170** in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e174** proof-read for spelling and punctuation errors
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

MATHEMATICS AND COMPUTING

Measurement LKS2

- **m106** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems

- **co15** I can solve problems by breaking them down into progressive steps
- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co20** I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program

PSED & RELIGIOUS EDUCATION

O LKS2

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Use and interpret information about religions from a range of sources.
- Reflect on sources of inspiration in their own and others' lives.

RE - Learning From Religion LKS2

- **rf21** Reflect on what it means to belong to a faith community.
- **rf22** Respond to the challenges of commitment in their own lives.
- **rf23** Identify how commitment to a religion is shown.
- **rf24** Discuss their own religious beliefs.

Roaming Romans - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
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Location knowledge LKS2

- **ge29** locate the world's countries, using maps to focus on major cities
- **ge30** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time

Place knowledge LKS2

- **ge38** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

LKS2

- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi33** the Roman Empire and its impact on Britain
- **hi61** a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

MATHEMATICS AND COMPUTING

Measurement LKS2

- **m106** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co20** use various forms of input

PHYSICAL EDUCATION

LKS2

- **pe4** use running, jumping, throwing and catching in isolation
- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe6** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe7** perform dances using a range of movement patterns

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials

Design LKS2

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt29** generate, develop, model and communicate their ideas through prototypes

Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt37** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

Evaluate LKS2

- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- **dt41** understand how key events in design and technology have helped shape the world

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu20** understand music drawn from different traditions
- **mu22** develop an understanding of the history of music.

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