

ROMANS KS2 (YEAR 3 or YEAR 4) PLANNING

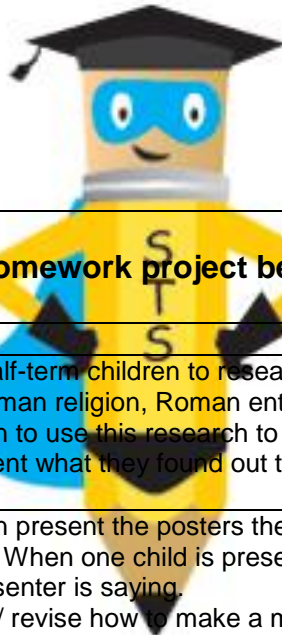
Class: Year 3

Topic: Romans

Term: Autumn 2

Subject: History

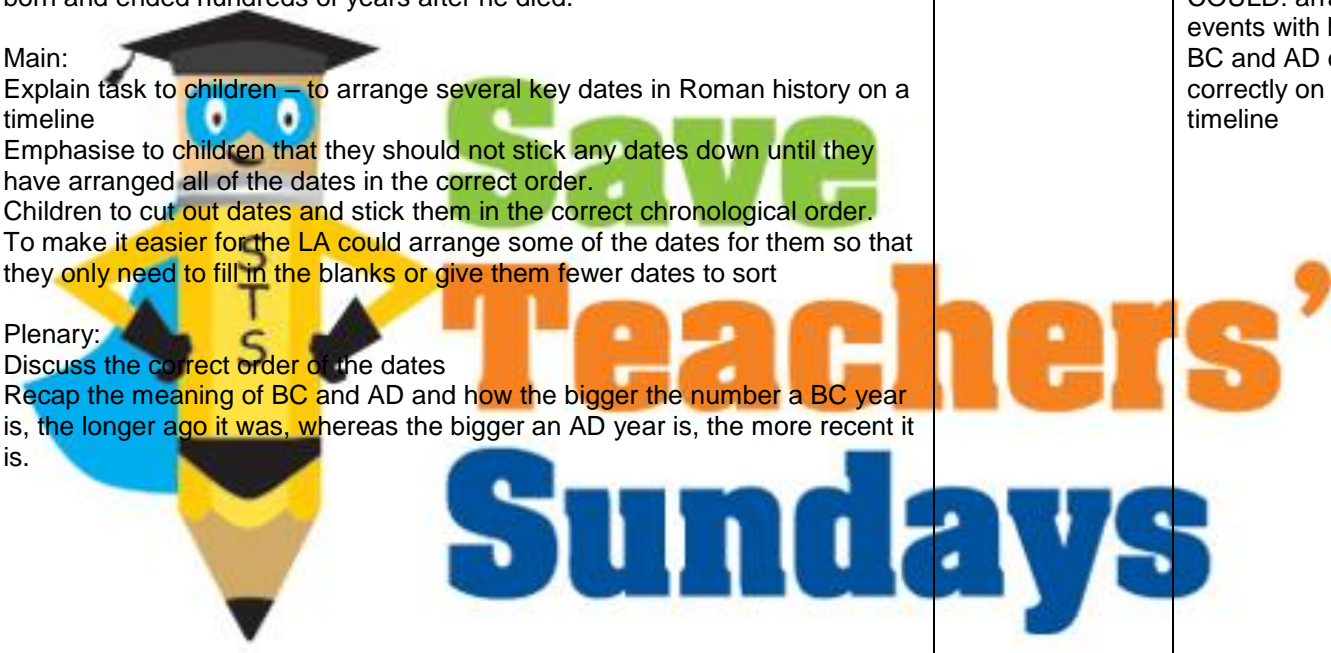
Differentiation and support	Cross curricular links
<p>SEN: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability groups when dealing with sources and brainstorming.</p> <p>GT: require opinions to be justified, and supported by historical evidence.</p>	<p>English – reading for information and understanding, writing from different characters' viewpoints, speaking and listening, finding synonyms, drama, looking at Roman myths and legends in Literacy.</p> <p>Geography – seeing where Romans ruled</p> <p>Maths – use of tables, surveys, tally and frequency charts, ordering dates</p> <p>ICT – IWB resources, use of PowerPoint, use of internet to research</p> <p>Art – designing posters</p> <p>PSHCE – immigration and emigration, democracy and voting</p>



Need to give children homework project before half-term.

Wk	LO	Lesson	Resources	Success criteria	Evaluation
	To research information on the Romans	Over half-term children to research information on one aspect of Roman life e.g. Roman religion, Roman entertainments etc Children to use this research to create a PowerPoint or a hand-made poster to present what they found out to the rest of the class after half-term			
1	Present information they have researched, using the terminology appropriate to the period Make notes on the Romans	Children present the posters they created for their half-term homework project. When one child is presenting the rest make one or two notes on what the presenter is saying. Model / revise how to make a mind map, with Romans in the middle. Revise how to make presentations interesting: <ul style="list-style-type: none"> • speak clearly and loudly • refer to the poster as you talk • use hand gestures • make eye contact with the audience 	Posters	MUST: present information they have researched SHOULD: make a mind map on Romans COULD: organise their mind map logically and make links	

2	<p>Use the terms invade and settle, and understand the difference between them</p>	<p>Intro: Introduce the terms 'invade' and 'settle'. Explain how invaders are people who conquer (take over by force) and settlers are people who move to a place without trying to take it over by force. Establish that groups of people have been visiting, invading and settling in Britain for a very long time and that we are going to be learning about some of them over the year.</p> <p>Main: Explain task to children – placing words in a Venn diagram with the headings of 'Invaders' and 'Settlers'. Explain that some words can be used for both e.g. stay. Children need to cut and paste (or just write if laptops are taken) words from a list into the section of the Venn diagram that they think the word belongs to:</p> <ul style="list-style-type: none"> • words that are only relevant to invaders go in the invaders circle • words that are only relevant to settlers go in the settlers circle • words that could apply to both invaders and settlers go in the cross-section in the middle • words that have nothing to do with invaders and settlers go outside the circles <p>Model how to do this task. Model how to create new text boxes, type words in to them and use the synonyms function by right-clicking on a word and clicking on 'Synonyms' Extension: children to add their own words to the Venn diagram by thinking of them on their own, using a thesaurus or using the 'Synonyms' function in PowerPoint</p> <p>Plenary: Children compare the answers they came up with, with the answers their neighbour came up with and discuss any differences.</p>	<p>Venn diagram, with words to classify</p> <p>Laptops / PCs</p>	<p>MUST: know that there is a difference between invaders and settlers</p> <p>SHOULD: demonstrate understanding of the differences between invaders and settlers by classifying relevant words in a Venn diagram</p> <p>COULD: add their own examples of relevant words</p>	
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3	<p>To understand the time conventions BC and AD</p> <p>To order BC and AD dates in chronological order</p>	<p>Intro: Introduce the idea of a timeline and explain that these are used a lot in history to show when different events happened and how they relate to each other. Explain how in the Western world the calendar starts from the year Jesus was born – the year 0 BC (Before Christ) / AD (Anno Domini). Draw a timeline and explain how the bigger the number a BC year is, the longer ago it was e.g. 800BC is longer ago than 200BC. Explain how the bigger an AD year is, the more recent it is e.g. 2000AD is more recent than 1500AD. Explain how the Roman Empire began hundreds of years before Jesus was born and ended hundreds of years after he died.</p> <p>Main: Explain task to children – to arrange several key dates in Roman history on a timeline Emphasise to children that they should not stick any dates down until they have arranged all of the dates in the correct order. Children to cut out dates and stick them in the correct chronological order. To make it easier for the LA could arrange some of the dates for them so that they only need to fill in the blanks or give them fewer dates to sort</p> <p>Plenary: Discuss the correct order of the dates Recap the meaning of BC and AD and how the bigger the number a BC year is, the longer ago it was, whereas the bigger an AD year is, the more recent it is.</p> 	<p>Dates and events for children to cut and stick</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: know that BC and AD are used to show dates</p> <p>SHOULD: understand that BC times are longer ago than AD times</p> <p>COULD: arrange events with both BC and AD dates correctly on a timeline</p>	
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To access the complete version of the [KS2 Romans planning](http://www.saveteacherssundays.com/history/year-3/320/), with all of the resources needed to teach each lesson, visit:

<http://www.saveteacherssundays.com/history/year-3/320/>