

Title: <b>Ruthless Romans</b>	<b>Project overview</b> <i>The aim of the project is to understand the lifestyle of the Romans and why they wanted to invade Britain.</i>	<b>Hook</b> <i>Archaeologist scavenger hunt.</i>	Text(s)  There's a Boy in The Girls Bathroom Louis Sacher	Maths overview Place Value Addition and Subtraction Roman Numerals.
Year group 5 Term 1A				
<b>Driving question</b> <i>The Empire Strikes: How did the Romans become so successful?</i>	<b>Key Vocabulary</b> Romans, soldiers, gladiators, invasion, mosaic, Boudicca, Julius Caesar, emperor, Roman numerals, crotchet, quaver, quavers, minim and a rest.	<b>Intended outcome</b> <i>By the end of the project we want the children to be able to create a Roman style performance</i>	Resources Tile mosaic pieces PVA glue Tile adhesive Musical instruments	Areas of learning <i>History</i> <i>Music</i> <i>PE</i> <i>Geography</i>
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
History: <i>Growth in Empires (Year 3)</i> <i>-Looking at how empires changed the world.</i> <i>Railways and their driving force (Year 3)</i> <i>-How did the Romans get around and pave the way for future transport?</i> <i>Warriors (Year 4)</i> <i>-What came after the Romans? Why did they leave?</i>	<i>-The legacy of Roman Britain</i> <i>-How Romans controlled Britain</i> <i>-How the Roman army was so strong.</i> <i>-What life was like during this time in Britain for all people.</i> <i>-Roman Britain's influence on culture now.</i> <i>-The downfall of the Roman empire.</i> <i>-How to read music from 4 or 5 notes.</i> <i>-To compose our own music</i>	<b>Art:</b> <i>Creating a mosaic from cut tiles pieces.</i> <b>Music:</b> <i>Composing and performing Roman melodies using 4 or 5 notes.</i> <b>ICT:</b> <i>Completing weekly blogs in the lifestyle of a roman.</i> <b>Poetry:</b> <i>Using Kennings poems to describe the atmosphere of an approaching Roman Army.</i>	<i>Don't forget community links too or people who embody those values</i> <i>To respect others' ideas.</i> <i>To work collaboratively and cooperatively with others.</i> <i>To be responsible of their own actions and consequences of these during D.T and P.E</i> <i>To learn and appreciate different cultures and their development.</i> <i>To think how different cultures have shaped modern society.</i>	<b>History:</b> <i>Stone age (Year 6)</i> <i>-What came before the Romans?</i> <i>-Comparing with another historical period.</i>  <i>Japan (Year 6)</i> <i>Using Britain's revolt against Rome to think about the different interpretations of the past</i>  <b>Geography:</b>

<p><b>Music:</b> <i>A New Discovery (Year 2)</i> <i>Railways and their driving force (Year 3)</i> <i>Warriors and Wild Water (Year 4)</i></p>	<p><i>using 4 or 5 notes.</i></p>			<p><i>Nations (Year 6)</i> <i>-Use of transport and links on their own nation.</i></p> <p><b>Music:</b> <i>Nations (Year 6)</i> <i>-Composing their own music for a national anthem</i></p>
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