

Y5/6 Cycle A Autumn Half Term 1 Medium Term Plan: Romans in Britain/ Place & Time

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
History	<p>When was the Roman Empire?</p> <p align="center"><u>SESSION 1</u></p> <ul style="list-style-type: none"> ✓ To know when Ancient Rome and Roman Britain occurred in History and to locate these on a timeline using BC and AD. ✓ To know how Ancient Rome and Roman Britain cross-over on a timeline with other eras and ancient civilisations already studied. ✓ To gain knowledge from historical sources and use existing knowledge to identify when the Ancient Roman and Roman Britain eras may have occurred. 	<p>How did the Roman army help expand the Roman Empire?</p> <p align="center"><u>SESSION 3</u></p> <ul style="list-style-type: none"> ✓ To know similarities and differences between the Roman and Viking invasions. ✓ To know why the Roman army were so successful and why this helped the expansion of the Roman empire. ✓ To ask and answer historically valid questions about the significance of the Roman invasion, applying knowledge of Viking invasions. 	<p>Why was the invasion of Britain finally a success?</p> <p align="center"><u>SESSION 5</u></p> <ul style="list-style-type: none"> ✓ To know the chronology of the events of Claudius' invasion of Britain in AD43 and why he was successful. ✓ To use knowledge of life in Britain before the Roman invasion and knowledge of the Roman army to understand why Claudius was able to defeat the Celts. 	<p>Who was Boudicca and why did she rebel against the Romans?</p> <p align="center"><u>SESSION 7</u></p> <ul style="list-style-type: none"> ✓ To know the key events of Boudicca's revolt against the Roman invasion. ✓ To know that some historical sources may be biased and unreliable and select the most useful sources to support their viewpoints. 	<p>How was life in Roman Britain different?</p> <p align="center"><u>SESSION 8B</u></p> <ul style="list-style-type: none"> ✓ To know how the Romans improved sanitation and health in Britain. 	
	<p>How was the Roman Republic and the Roman Empire different?</p> <p align="center"><u>SESSION 2</u></p> <ul style="list-style-type: none"> ✓ To know how the Roman Republic and Roman Empire are different. ✓ To understand how the city of Rome developed into the Roman Republic and expanded to become the Roman Empire. 	<p>Were the first invasions of Britain successful?</p> <p align="center"><u>SESSION 4</u></p> <ul style="list-style-type: none"> ✓ To know the chronology of the events of the first Roman attempts to invade Britain by Julius Caesar and his army. ✓ To know why Julius Caesar's invasions of Britain were unsuccessful. 	<p>How can historical sources be bias and unreliable?</p> <p align="center"><u>SESSION 6</u></p> <ul style="list-style-type: none"> ✓ To know that Boudicca was the leader of the Iceni tribe who revolted against the Romans. ✓ To know that some historical sources may be biased and unreliable. 	<p>How was life in Roman Britain different?</p> <p align="center"><u>SESSION 8A</u></p> <ul style="list-style-type: none"> ✓ To know how the Roman invasion impacted upon Iron Age Britain through the building of and expansion of larger self-sufficient settlements. ✓ To know how the Roman construction of roads improved transportation, trade, communication and defence in Britain. 	<p>Who were the Romans and what was their impact on Britain?</p> <p align="center"><u>SESSION 9A</u></p> <ul style="list-style-type: none"> ✓ To understand the legacy of the Romans and know which aspects have had the greatest impact on modern day Britain. ✓ [To know that some historical sources may be biased and unreliable and select the most useful sources to support their viewpoints.] 	
					<p>Who were the Romans and what was their impact on Britain?</p> <p align="center"><u>SESSION 9A</u> ASSESSMENT</p>	
					<p align="center"><u>SESSION 9B</u></p> <ul style="list-style-type: none"> ✓ To know when the Roman Empire came to an end in Britain. ✓ To understand the legacy of the Romans and know which aspects have had the greatest impact on modern day Britain. 	

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Geography						<p>What are capital cities?</p> <ul style="list-style-type: none"> ✓ To know and locate the countries of Europe, including their capital cities. ✓ To know how to use maps and atlases to locate the capital cities of European countries.
						<p>What information does a map tell us?</p> <ul style="list-style-type: none"> ✓ To identify the position 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.
						<p>Why are there different time zones?</p> <ul style="list-style-type: none"> ✓ To identify the position 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.
						<p>What do grids on a map tell us about a location?</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ To identify the position 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.
Science	<p>How are animal life cycles different?</p> <ul style="list-style-type: none"> ✓ To explain the differences in the lifecycles of mammals, amphibians, insects, and birds. ✓ To know most mammals give birth to live offspring and that they look like their adult parent. ✓ To know that some animals experience metamorphosis e.g., caterpillar to butterfly. ✓ To know that metamorphosis supports survival in some species. ✓ To know that most animals reproduce sexually. 	<p>How are eggs in different animals fertilised?</p> <ul style="list-style-type: none"> ✓ To know that some animals from some broad groups (birds, reptiles, amphibians) lay eggs to produce young. ✓ To know the different features of different types of eggs. ✓ To know that eggs can be fertilised internally or externally. 	<p>How do plants reproduce?</p> <p>Session 3A</p> <ul style="list-style-type: none"> ✓ To know that some plants reproduce using sexual reproduction known as pollination. 	<p>How do plants reproduce?</p> <p>Session 3B</p> <ul style="list-style-type: none"> ✓ To know that some plants reproduce asexually e.g., bulbs and tubers. ✓ To select and plan the most appropriate type of scientific enquiry to answer a scientific question, with support. (WS) ✓ To plan and select, with support, the most appropriate equipment needed to take accurate measurements to gather relevant data. (WS) ✓ To record data accurately using scientific diagrams and labels, 		

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				<p>tables. scatter graphs, bar and line graphs, with support. (WS)</p> <p>✓ To use relevant and accurate scientific language to discuss, communicate and justify scientific ideas, with support. (WS)</p>		
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