

Roman life: leadership and the 3 Rs in the Empire! (Linked to Manchester Pride)



Overview and rationale:

The Roman Empire became known for its political structures, its social systems, and the part people played within its incredible society. Studying the Roman Empire enables our children to build on what they learnt in Ancient Egypt in Year 3 and will be consolidated when looking at democracy in the Shang Dynasty later in the year. Children will learn about life and the *resilience* needed in all levels of the social hierarchy, exploring the differences between men and women and their place in society, soldiers and the role that the Roman army played, as well as taking a look at slavery and inequality in a republic. They will take a look at the *responsibility* placed on a dictator and how this responsibility in power and leadership is used for the benefit (or lack of it!) of everyone in society. They'll also take a look at strong female leaders and analyse Boudicca's control. The children will learn about the geography of the empire and how it grew into the historical power that it is known for, its tactics to invade at will giving our pupils their first opportunity to look at imperialism and equality, a thread that will be followed in later British and global history topics in Years 5 and 6. Art and music will provide further context and learning opportunities and links will also be made to R.E. in looking at the beliefs that society held in these times and the *respect* that people had for their faith. Comparing our own domain with that of another European city is an excellent means for our children to broaden their geographical understanding and so here, we also take the chance to compare geographically, historically and culturally our very own Manchester, UK with Rome in Italy, when we look at our Manchester Pride topic.

| 'CORE' KNOWLEDGE | 'ADDITIONAL' KNOWLEDGE |
|---|--|
| 1) I know that the Roman Empire began in 27BC and ended in 476 AD (KEY DATES) | a) I know what chronology means and can identify some key dates from when the Roman Empire began and ended. b) I know that the Empire began in Rome, Italy and it extended to Hadrian's Wall, North Africa and Eastern Europe... (PLACE KNOWLEDGE) c) I know the reasons why the Roman Empire fell. In 476, the Germanic leader Odoacer staged a revolt and deposed the Emperor Romulus Augustulus. d) I know that Mamucium, also known as Mancunium, is a former Roman fort in the Castlefield area of Manchester, and that this demonstrates what architecture was like under Roman rule, |
| 2) I know that Rome is in Italy, it is on the Mediterranean Sea and it borders France, Austria, Switzerland and Slovenia (PLACE KNOWLEDGE). I can find this on a map. | a) I know that Italy's physical landscape is varied but the Alps cover part of northern Italy. I know some other countries that the Alps cover too (Southern Europe: The Alps of northern Italy, southern France, Switzerland, and Slovenia. Located in Central Europe, the Alps stretch across the countries of France, Italy, Germany, Austria, Slovenia, Switzerland, and Liechtenstein). b) I know that the climate in Italy is warm and can compare it to our own climate in Manchester. c) I know the advantages (protection by hills and mountains) and disadvantages (too much water so risk of flooding and mountains making it hard to travel to other countries) of Italy's geographical position for building an Empire. d) I know where Rome, Italy is in relation to Manchester, UK. |
| 3) I can name key historical figures and leaders in the times of the Roman Empire...(LEADERSHIP/KEY HISTORICAL FIGURE) | a) I know who Julius Caesar was and why he was murdered. b) I know how Caesar Augustus came to power and why he was the first Emperor of the Roman Empire in 27 BC. c) I know that Boudicca was the Queen of the Iceni Tribe. |
| 4) I know that Roman society wasn't fair and that slaves were a large part of Roman society. (EQUALITY/SCHOOL VALUES) | a) I know that rich Romans bought slaves at slave markets and that boys, girls, men and women could be slaves. Roman society was a slave society and would not have been successful without them. b) I know that slaves were used to clean, make food, mine for natural resources, fight in amphitheatres and make mosaics. I understand that their living conditions varied greatly. c) I know that slaves could be freed by their slave master through manumission or by fighting as a gladiator. d) I know how slavery was also part of Manchester's history and can explain this in relation to the cotton trade. |
| 5) I know what made the Roman army so formidable and how it conquered many countries. | a) I understand what it took to be a Roman soldier. I know the structure of the Roman Army and how soldiers trained. b) I know the difference between an auxiliary and legionary soldier and the equipment they used. The most obvious differences were in the shape of the shield which was usually oval and the variations in colours of the tunics. Red was most common for Legionaries but green and off white seem to have been quite common with Auxiliaries. c) I know what a Roman fort is and its features. They were large camps where soldiers could live comfortably while fighting. They were often built in a square shape and were protected by: strong walls, towers and ditches, I know how they helped the Roman army successfully conquer countries and defend the empire. |
| 6) I know that the Roman Empire introduced Britain to a number of new ways of life. These included: Christianity, laws, roads, sewage system, central heating, mosaics, Roman numerals and Latin words. | a) Like an archaeologist, I can use artefacts and historical sources to piece together what life was like in the past. These included: Christianity, laws, roads, sewage system, central heating, mosaics, Roman numerals and Latin words. b) I know that Roman ruins still exist in the UK and around the world e.g. Hadrian's Wall, Chester Roman Amphitheatre, and the Baths. I know that the Mancunian fort in Castlefield was founded in AD79. c) I know that Romans believed in multiple Gods before Christianity was introduced. As different cultures settled in what would later become Italy, each brought their own gods and forms of worship. This made the religion of ancient Rome polytheistic, in that they worshipped many gods. They also worshipped spirits. Rivers, trees, fields and buildings each had their own spirit, or numen. |

| HISTORY LEARNING STATEMENTS | |
|-----------------------------|---|
| Area of Learning | Knowledge and Skills |
| Historical chronology | I can understand that the past is divided into differently names periods of time and use some dates to explain British, local and world history. |
| | I can place events, people and changes of British, local and world history, on a timeline, using appropriate dates/chronological conventions eg BC, BCE and AD. |
| | I can put artefacts or information in chronological order. |
| Historical concepts | I can give a few reasons for the results of the main events and changes of a time studied. |
| | I can make a few connections and contrasts eg change, cause, similarity, difference and significance. |
| | I can tell you a range of similarities/differences between different times in the past in periods covered so far. |
| Historical interpretation | To think critically, weigh evidence, sift arguments and develop perspective and judgement. |
| | I can describe how the past can be represented or interpreted in a few different ways. |
| Historical enquiry | I can answer and sometimes devise my own historically valid questions. |
| | I can use one or more sources of information to help me answer questions about the past in sentences. |
| Historical communication | I can present recalled or selected information in a variety of ways using specialist terms. |
| | I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. |

| KEY HISTORICAL VOCABULARY | |
|---------------------------|--|
| Key | chronological, millennium, century/decade, BC/ BCE, AD/ CE, era, time period, evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts, trends overtime, influence, significant, impact, artefacts |
| Skills | interpretation, facts/opinion, evidence, chronology , research, enquiry, comparison, reliability, continuity, significance, discussion, argument, reasoning, historically-valid, draw contrasts, analyse trends |
| General | empire, slave, citizen, dynasties, society, relationship, influence, climate, travel, road system, trade, art and culture, religion, worship, beliefs, temples senate, inventions, peace, power, conquer, laws, justice, medicine, leisure, baths, theatre, myths, legends, education, prosperity, wealth, inequality, race, gender |
| Specific | Julius Caesar, Claudius, invasion, conquest, resistance, Boudicca, hypocaust, viaduct/aqueduct, gladiator, Coliseum, Amphitheatre, Hadrian's wall, Republic, Dictator, Plebians, Patricians, Celts, Romulus and Remus, numerals, fort, soldier, slavery, oppression, exploitation, British Empire, Roman fort of Mamucium or Mancunium |

| GEOGRAPHY LEARNING STATEMENTS | |
|-------------------------------------|--|
| Area of Learning | Knowledge and Skills |
| Locational and place knowledge | I understand how some aspects have changed over time. |
| Skill: Using globes, maps and plans | I can use a globe, maps and some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. Cities, rivers, mountains, hills, key topographical features, land-use patterns. I can use atlases to find places using index/ contents |

| KEY GEOGRAPHICAL VOCABULARY | |
|---|--|
| Human Geography | settlement, urban, rural, region, continent, country, economy, trade, empire |
| Physical Geography | Mediterranean, mountainous, climate, rivers |
| World Map-based vocabulary | Population, capital cities, language, religion, landscape, food and farming, natural resources, trade, mountains, rivers, oceans, weather and climate, environmental issues, climate change, globalisation, way of life |
| Other useful vocab | globally significant, land use, river features, equator, hemisphere, differences/similarities, compare/ contrast, city/country/continent, atlas/map/globe, United Kingdom, Great Britain, change/ effect |
| Specific content including country and capital city names | Rome, Italy, Europe, Mediterranean, Tiber River, Apennine Mountains, Alps Mountains, Latium Plain, Latin, Etruscans, Carthaginians <i>Roman Empire covered: (England, Wales, Portugal, Spain, France, Italy, Austria, Switzerland, Luxembourg, Belgium, Gibraltar, Romania, Moldova, Ukraine), coastal northern Africa (Libya, Tunisia, Algeria, Morocco, Egypt), the Balkans (Albania, Greece, Hungary, Bosnia, Slovenia, Croatia, Bulgaria, Turkey), the Mediterranean Sea, the Black Sea, Asia Minor, and some parts of Mesopotamia and the Middle East (Syria, Lebanon, Iraq, Jordan, Israel).</i> Compared to Manchester and the UK: island, mainland, Peak District, Lake District, River Mersey |

ART AND DESIGN

Exploring and Developing

| | |
|---------------------------------------|---|
| Exploring and developing ideas | Select and record from first hand observation, experience and imagination and explore ideas for different purposes. |
| | Question and make thoughtful observations about starting points and select ideas to use in their work. |
| | Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. |
| Evaluating and developing work | Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. |
| | Adapt their work according to their views and describe how they might develop it further. |

Drawing Using a Variety of Materials

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|---|--|
| <i>Explore relationships between line and tone, pattern and shape, line and texture.</i> | <ul style="list-style-type: none"> -Alter and refine drawings and describe the changes using the appropriate art vocabulary. -Explain the effect of different pencils. -Evaluate their work and make appropriate changes, using their sketchbooks to develop ideas. | <ul style="list-style-type: none"> -Know how to show facial expressions in sketches and paintings. -Know how to use marks and lines to show texture. - Know how to use line, tone, shape and colour to represent reflection. -Know when to use cross-hatching, hatching and contour hatching. | Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe |

Textiles/Collage

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|---|---|--|
| <ul style="list-style-type: none"> -To develop 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 -To improve their mastery of art and design techniques, including drawing, painting and collage with a range of materials. | <ul style="list-style-type: none"> -Match the tool to the material -Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. -Combine skills more readily -Choose collage or textiles as a means of extending work already achieved -Cut and tear materials with some accuracy. | <ul style="list-style-type: none"> -Know that a sketchbook can be used to collate ideas and begin a planning process. -Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form -Know how to care for equipment and use them safely. -Know how to produce more intricate patterns and textures. -To know that materials can be layered to give different effects. | Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange, layer, opaque, translucent, transparent, cut tear, crease, score, fray, mosaic. |

Artist/Style/Activities

Casey Baugh: To use/experiment with shade and tone whilst recreating an image of Boudicca (in the style of the artist).

Roman mosaic art: To look at / research Roman mosaic art. To design and create a Roman shield.

| Possible 'higher order' questioning | | School Value | Topic relevance: How/when/where/why is it needed? | Enrichment activities (including trips/visitors, etc.) | Roman dress-up...teacher as Centurion! Studying Roman artefacts and clothing. Now press play audio lesson. |
|-------------------------------------|--|-----------------------|---|--|--|
| Remember | Where is Italy? Where is Rome? What else do you know about where Romans came from? | Resilience | <ul style="list-style-type: none"> - Roman soldiers showed incredible resilience in their battles and in just getting there...and in what they had to wear! - The Celts had to show amazing resilience in the face of the Roman invasion. | | |
| Understand | Can you explain what Rome's values were and how they impacted life for Roman people? What can you say about slavery in Roman times? Can you link these to other examples you have learnt about? (Ancient Egypt?) | Respect | <ul style="list-style-type: none"> - Did Romans have great respect for their leaders? (Or was it fear?) - Romans had great respect for their gods and traditions and the values they upheld. - Roman soldiers followed a chain of command and had great respect for that. - Romans did not show much respect for the Celts when they invaded. - It doesn't sound like the Roman society was fair and had respect for everyone. What about women? What was the social structure like? What about slavery in the Roman Empire? | | |
| Apply | Boudicca was a strong female leader. But was she a hero or a villain? Use your knowledge to argue! If you were a slave in Ancient Rome, how would you act and why? Would you have any hope? | Responsibility | <ul style="list-style-type: none"> - There was great responsibility on Caesar in looking after his people. Did Roman leaders always look out for everyone in society and show that responsibility? How is it similar and different to today's society? | | |
| Analyse | What was it like to be a woman in Rome? Would you rather be a man or a woman? Why? | Happiness | <ul style="list-style-type: none"> - There were many elements of Roman society that brought happiness. Were these activities aimed at making everyone happy or just the lucky few? | | |
| Evaluate | Romans were great and brought many great things to Britain. They had such a positive impact. Do you agree with this? | Kindness | <ul style="list-style-type: none"> - Did Caesar show kindness? If you were Caesar, would you have acted differently? | | |
| Create | You need a way to defeat Boudicca. Using what you know about her, what would be your strategy, and why? | Pride | <ul style="list-style-type: none"> - Was it pride or fear that drove the soldiers on? Did the chain of command create pride or fear? - The Celts were proud of their homeland. How did they show that pride? | | |

MUSIC

Controlling sounds through Singing

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|---|---|
| <ul style="list-style-type: none"> - Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression - Sing songs from memory with accurate pitch. | <ul style="list-style-type: none"> - Re-join the song if lost - Listen to the group when singing - Sing a range of songs in tune with expression as part of a group or individually. - Perform with an awareness of tempo and dynamic. - Evaluate their own singing and make improvements. - Sing in harmony parts, maintaining the melody of their own part, when a harmony line is occurring | <ul style="list-style-type: none"> - Know that a solo singer makes a thinner texture than a large group - Listen to a second part and know that ostinato is a repeating pattern in singing. | <ul style="list-style-type: none"> texture (layers of sound), solo, pitch, control, expression, tempo, dynamics, harmony |

Controlling sounds by Playing (and Performing)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|---|---|--|---|
| <ul style="list-style-type: none"> - Play instruments and perform in solo and ensemble contexts - Hand drums - Perform with control and awareness of what others are playing. | <ul style="list-style-type: none"> - Treat instruments carefully and with respect. - Play different rhythms on a un-tuned instrument - Rehearse and perform their part within the context of the song. - Listen to and follow musical instructions from a leader. - Experience leading the playing by making sure everyone plays in the playing section of the song. - Communicate the meaning of the words and clearly articulate them. - Talk about the best place to be when performing and how to stand or sit. - Record the performance and say how they were feeling, what they were pleased with what they would change and why. | <ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *The instruments used in class *How performing is sharing music with other people, an audience - it can be to one person or to each other. *how you need to know and have planned everything that will be performed. *How lyrics must be sung or rapped clearly and with confidence *How a performance can be a special occasion and involve an audience including of people you don't know *How a performance is planned and different for each occasion *How it involves communicating feelings, thoughts and ideas about the song/music. | <ul style="list-style-type: none"> names of instruments being played, solo, ensemble, orchestra, audience, rehearse, leader, conductor, record, video, playback, clear feedback, perform, Ostinato (repeating pattern) |

Creating and developing musical ideas (Improvisation and Composing)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|--|--|
| <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Begin to use notation to record compositions in a small group or individually | <ul style="list-style-type: none"> - Improvise using instruments in the context of a song they are learning to perform. - Play and Improvise: Using instruments, listen and play your own answer - Plan and create a section of music that can be performed within the context of the song. - Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). - Create rhythmic patterns with awareness of timbre and duration. | <ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *Improvisation - is making up your own tunes on the spot *When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -Know and be able to talk about: <ul style="list-style-type: none"> * A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - Know different ways of recording compositions (letter names, symbols, audio etc.) | <ul style="list-style-type: none"> names of instruments being played, solo, ensemble, orchestra, audience, rehearse, leader, conductor, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, silent, loud crescendo, diminishing, direct, musicians Notation: rhythm, pause, rest symbol, notation |

Responding and reviewing (Appraising)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|--|--|--|---|
| <ul style="list-style-type: none"> - Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Explain why silence is often needed in music and explain what effect it has. - Identify and describe the different purposes of music | <ul style="list-style-type: none"> - Identify and describe the different purposes of music. - Confidently identify and move to the pulse. - Talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. - When talking try to use musical words. - Listen to several layers of sound (texture) and talk about the effect on mood and feelings. - Identify orchestral family timbres. - Identify cyclic (repeated) patterns. | <ul style="list-style-type: none"> - Know 5 songs from memory and who sang them or wrote them. (over the year) - Know the style of the 5 songs. - Choose one song and be able to talk about: <ul style="list-style-type: none"> *Some of the style indicators of that song (musical characteristics that give the song its style) *The lyrics: what the song is about *Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the song (introduction, verse, chorus etc.) *Name some of the instruments they heard in the song -Know how pulse stays the same but rhythm changes in a piece of music. -Use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody, harmony. | <ul style="list-style-type: none"> Pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody, harmony. orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords, |

Listening and applying knowledge and understanding (Theory)

| National Curriculum | Additional Skills | Knowledge | Key Vocabulary |
|---|--|--|---|
| <ul style="list-style-type: none"> - Begin to develop an understanding of the history of music. - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure. - Begin to use notation to record and interpret sequences | <ul style="list-style-type: none"> - Be able to independently record what they create using a symbol format | <ul style="list-style-type: none"> -Know and be able to talk about: <ul style="list-style-type: none"> *How pulse, rhythm and pitch work together *Pulse: Finding the pulse – the heartbeat of the music *Rhythm: the long and short patterns over the pulse *Pitch: High and low sounds that create melodies *How to keep the internal pulse -Know the difference between pulse and rhythm -Musical Leadership: create musical ideas for the group to copy or respond to -Know that sense of occasion affects performance. -Describe different purposes of music in history/ other cultures. | <ul style="list-style-type: none"> Names of some composers, long and short patterns, high, low, musical ideas, notation, sequences, pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody, harmony. orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords, salsa, cha-cha, echo, call and response, harmony |

Composers/Musicians/Artists/Styles

Just like a Roman (Sing Up)

Genre of the half term – Salsa and Latin America