

Year 3 Knowledge Organiser: Rampaging Romans

Cross-curricular subject links: English text -
The Diary of a Young Roman Soldier by Moira Butterfield

Curriculum Driver: Discovery and Success

Trips/Enrichment: Roman visitor

GARP/GASP: How were Roman slaves chosen? Roman slaves were mainly prisoners captured in battle so they weren't enslaved based on their race. Slaves came from the countries the Roman's invaded including Britain, The Roman Empire.

Subject/Conceptual knowledge/skills:

Chronology, Knowledge and understanding of events, people and change in the past, Historical Interpretations and Historical Enquiry

LEAPS:

I understand that the past can be divided into different periods of time and place events, artefacts and historical figures on a timeline.

I understand that timelines can be divided into BC and AD and can place time studied on a timeline.

I can use words and phrases such as century, decade, BC, AD, after, before and during.

I can describe the main events and people related to the period studied.

I can understand the impact that people have had in different time periods.

I can use evidence to describe past such as:

- Culture and leisure activities

- Clothes, way of life and actions of people

- Buildings and their uses

- Differences between lives of rich and poor

I can use evidence to identify how some of these may have changed over time.

I can distinguish between different sources and evaluate their usefulness to answer questions about the past.

I can ask a range of questions about the past and start to make detailed predictions.

Core Knowledge: The Romans wanted to invade Britain for power and to get resources, e.g. iron, steel, bronze, timber and slaves. The Romans tried to invade Britain three times, but only succeeded on the third attempt. The Celts were living in Britain when the Romans invaded. The Romans brought a lot of new inventions to Britain and we still use a lot of these today - baths, central heating, calendars and roads.

Rich people ate a variety of foods including meat, whereas the poor Romans only ate bread, broth and sometimes porridge and fruit. The rich also lived in large houses called villas, whereas the poor lived in apartment buildings that had no plumbing or heating and the families had to live together in one room. During events, poor people had to sit on uncomfortable benches, whereas the rich got to sit on comfortable seats with a good view.

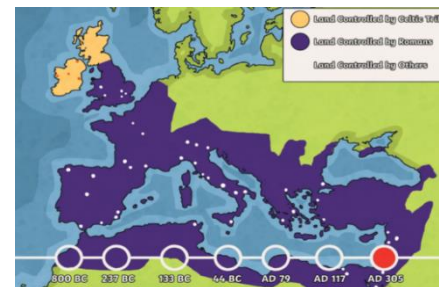
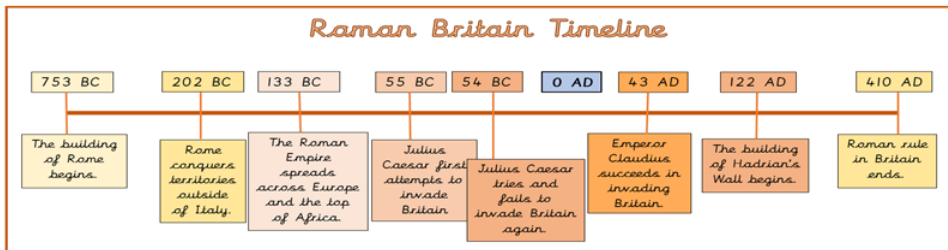
For entertainment, Romans went to the colosseum or other amphitheatres.

Rome is the capital city of Italy.



Vocabulary	
Words	Meaning
BC	Used to show that a year or century came before the year in which Jesus Christ was born.
AD	Used to show that a year or century came after the year in which Jesus Christ was born.
Century	Period of 100 years.
Decade	Period of 10 years.
Artefact	Historical object made by human beings.
Chronology	The arrangement of events or dates in time order.
Amphitheatre	An open-air venue used for entertainment, performance and sports.
Invade	To enter a country or region and occupy it.
Conquer	To overcome and take control of a place or people by military force.
Empire	An extensive group of states or countries ruled over by a single monarch or state.
Emperor	A single ruler of an empire.
Source	Object that contains historical information.
Settlement	A place where people set up a community.
Toga	A long robe worn by Roman citizens.

Key Visuals



Books/associated reading:

Diary of a Roman Soldier by Moira Butterfield

What was life like in Roman Britain?



Subject/Conceptual knowledge/skills:

PSHE - SCARF - Valuing Differences - Tolerance - Recognising and respecting diversity

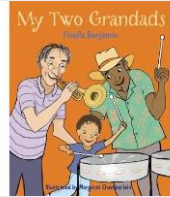
LEAPS: I can...

- recognise that there are many different types of family;
- understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'.
- define the term 'community';
- identify the different communities which I belong to
- recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
- reflect on listening skills;
- give examples of respectful language
- give examples of how to challenge another's viewpoint, respectfully.
- explain that people living in the UK have different origins;
- identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
- recognise the factors that make people alike and different from each other;
- recognise that repeated name calling is a form of bullying;
- suggest strategies for dealing with name calling (including talking to a trusted adult).

Core Knowledge

All families are different, and we should show tolerance and kindness towards all families.

I am part of different communities, such as the school community, the community of the religion I follow, or any clubs I go to. These communities can help me to feel safe and happy.



Rule 4 - I will show respect and care for my school and everyone in it.

It is important to use respectful language with others, regardless of their differences and their background.



Subject Key Vocabulary

Bullying, diversity, equality, ethnic, religious, qualities, prejudice, adoption, fostering, wellbeing, sex, same-sex relationships.

Subject/Conceptual knowledge/skills: Science: Forces and Magnets

LEAPS:

I notice that some forces need contact between two objects, but magnetic forces can act at a distance.

I can observe how magnets attract or repel each other and attract some materials and not others.

I can compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.

I can describe magnets as having two poles.

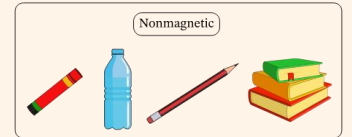
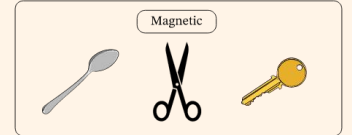
I can predict whether two magnets will attract or repel each other, depending on which poles are facing

I can observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary.

I can explore the strength of magnets and finding a fair way to test them.

I can sort materials into those that are magnetic and those that are not.

Core Knowledge



Subject Key Vocabulary

Push, pull, force, friction, magnet, magnetic pole, north, south, magnetic field, horseshoe magnet, bar magnet, ball magnet, super magnet, attract, repel

Subject/Conceptual knowledge/skills: Computing - iProgram

LEAPS:

I know that a program is a sequence of statements written in a programming language (scratch).

I can program an animation that executes a sequence of statements.

I know that computer programs containing graphics use x y coordinates and turns are measured in degrees.

I can program a sequence of instructions.

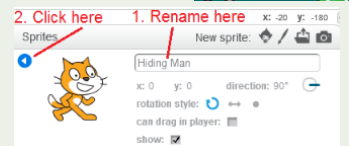
I know that algorithms and programs can involve repetition.

I can predict the outcome of a simple algorithm.

I can use the repeat function to draw 2D shape.

I can import and combine images to create personal animations.

Core Knowledge



Subject Key Vocabulary

Program, Sequence, Graphics, X and y co-ordinates, Degrees, Sequence of instructions, Visual effects, Algorithms, Animations, Robot, Repetition

Subject/Conceptual knowledge/skills: R.E. Christianity - Personal Resonance and Reflection

Has Christmas lost its true meaning?

LEAPS:

I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts

Knowledge and Understanding: I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.

Evaluation and Critical Thinking: I can start to tell you what Christmas means to Christians and what it means to me.

Core Knowledge

Christmas is important to Christians as it is a reminder of when Jesus was born. It is a time for Christians to reflect and to be thankful for what they have.

Subject Key Vocabulary

Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Shepherds, Star, Meaning, Birth, Angels, Manger, Census.



Subject/Conceptual knowledge/skills:

P.E. Gymnastics and Netball

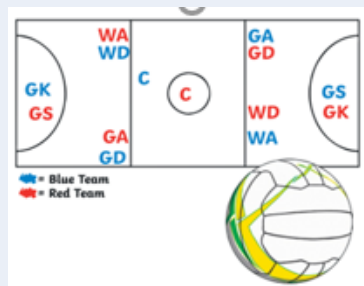
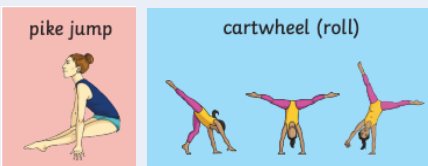
Gymnastics LEAPS:

I can copy, explore and remembers a variety of movements and use these to create sequences independently and with others.
I can perform a range of jumps
I can use a range of jumps in sequences.
I am beginning to use equipment to vault.
I can perform a range of rolls
I am beginning to show flexibility in movements.
I can practise and refine movements showing strong body control, extension and tension.
I can plan, perform and repeat a simple sequence of movement.
I can create interesting body shapes while holding balances.
I am beginning to notice similarities and differences between sequences.
I am beginning to develop good technique when travelling and balancing.

Netball LEAPS:

I understand game tactics and can vary how I should respond.
I can vary skills, actions and ideas and link these in ways that suit the games activity.
I can begin to communicate with others and take part in invasion games.
I can make imaginative pathways using equipment.
I am beginning to understand how to compete with others in a controlled manner.
I can begin to select resources independently.
I understand and can identify attacking/defending.

Core Knowledge



Gymnastics Key Vocabulary

Extension, Tension, Front Support, Shoulder Stand, Tuck Jump, Star Jump, Left Split, Right Split, Box Split

Netball Key Vocabulary

Defending, Attacking, footwork, dodging, goal, defence, attack, blocking, goal, shooting, chest pass, bounce pass, shoulder pass, intercept

Subject/Conceptual knowledge/skills: French - I'm learning French

LEAPS:

Speaking

I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself)
I can speak aloud familiar words or short phrases in chorus
I am able to use the correct pronunciation when speaking.
I am starting to see links between pronunciation and spelling.

Listening

I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).
I understand the sounds of individual letters and groups of letters (phonics).

Reading

I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text
I am able to read aloud familiar words or short phrases in chorus.

Core Knowledge

Comment ça va?



Comment t'appelles tu?



Subject Key Vocabulary

Bonjour, Au revoir, Merci, Bonjour, alut, au revoir, à bien tôt, à demain, Je m'appelle, Comment t'appelles tu? J'ai....., J'ai.....ans, Ça va?, Ça va bien, Ça va mal, Comme-ci, comme ça

Subject/Conceptual knowledge/skills:

DT - Mechanisms

LEAPS:

I can use a range of tools, materials, components and equipment.
I can measure, mark out, cut and shape materials and components with some accuracy.
I can start to join and combine materials and components with some accuracy.
I can use a design criteria as I design and make.
I can start to evaluate my product against original design criteria.
I can identify the strengths and areas of development in my products

Core Knowledge

We will be using the following tools:

- Scissors
- Pencil
- Ruler
- Paint

We will be using the following materials to make 3D chariots:

- Cardboard
- Wood

Subject Key Vocabulary

Material, tools, component, function, textiles, combine, accuracy, design, reuse

