

The Romans Topic Overview 2024-2025

	Nightingales	Kestrels	Falcons
Computing	<p>Term one E- safety</p> <ul style="list-style-type: none"> To know what cyberbullying is and how to address it. To understand how websites use advertisements to promote products. creating passwords and using privacy settings. To create strong passwords and understand privacy settings. To safely send and receive emails. To explore different ways children can communicate online. To use knowledge about online safety to plan a party online. <p>Term Two</p> <p>The Romans</p> <p>Drawing and developing desktop publishing</p> <ul style="list-style-type: none"> I can draw with different shapes and lines. I can order and group objects. I can manipulate shapes and lines. I can recognise effective layout. I can combine text and images. I can lay out objects effectively. 	<p>Term one E- safety</p> <ul style="list-style-type: none"> To know what cyberbullying is and how to address it. To understand how websites use advertisements to promote products. creating passwords and using privacy settings. To create strong passwords and understand privacy settings. To safely send and receive emails. To explore different ways children can communicate online. To use knowledge about online safety to plan a party online. <p>Term Two</p> <p>The Romans</p> <p>film making</p> <ul style="list-style-type: none"> I can use appropriate software and other tools effectively to write a film script. I can locate and check appropriate digital content, and provide accurate crediting of sources. I can use digital recording devices to film and import into video editing software I can plan, conduct and import video interviews as part of a short film. I can use video editing software to create a short film. I can use video editing software to turn a film project into a finished movie and present it. 	<p>Term one E- safety</p> <ul style="list-style-type: none"> To know what cyberbullying is and how to address it. To understand how websites use advertisements to promote products. creating passwords and using privacy settings. To create strong passwords and understand privacy settings. To safely send and receive emails. To explore different ways children can communicate online. To use knowledge about online safety to plan a party online. <p>Term Two</p> <p>Drawing and developing desktop publishing</p> <ul style="list-style-type: none"> I can draw with different shapes and lines. I can order and group objects. I can manipulate shapes and lines. I can recognise effective layout. I can combine text and images. I can lay out objects effectively. <p>film making</p> <ul style="list-style-type: none"> I can use appropriate software and other tools effectively to write a film script. I can locate and check appropriate digital content, and provide accurate crediting of sources. I can use digital recording devices to film and import into video editing software

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			<ul style="list-style-type: none"> • I can plan, conduct and import video interviews as part of a short film. • I can use video editing software to create a short film. • I can use video editing software to turn a film project into a finished movie and present it.
History	<p>The Romans Roman Empire and impact on Britain - Julius Caesar’s attempted invasion - Roman Empire and successful invasion - British resistance, eg Boudicca</p> <ul style="list-style-type: none"> • Romanisation of Britain • I know about the Roman withdrawal from Britain and the Scots invasion • I know about invasions, settlements and kingdoms • Describe the Roman Empire (impact on Britain Term 2) • Understand the life and achievements of the Roman Empire • Through research, identify similarities and differences between given periods in history • Use appropriate historical terminology • Raise historical questions e.g. what did the Romans believe? • Understand similarities and differences about how people lived in the past (e.g. they cooked and travelled differently and used different weapons from ours) 	<p>The Romans Roman Empire and impact on Britain - Julius Caesar’s attempted invasion - Roman Empire and successful invasion - British resistance, eg Boudicca</p> <ul style="list-style-type: none"> • Romanisation of Britain • I know about the Roman withdrawal from Britain and the Scots invasion • I know about invasions, settlements and kingdoms • Describe the Roman Empire (impact on Britain Term 2) • Understand the life and achievements of the Roman Empire • Through research, identify similarities and differences between given periods in history • Use appropriate historical terminology • Raise historical questions e.g. what did the Romans believe? • Understand similarities and differences about how people lived in the past (e.g. they cooked and travelled differently and used different weapons from ours) 	<p>The Romans Roman Empire and impact on Britain - Julius Caesar’s attempted invasion - Roman Empire and successful invasion - British resistance, eg Boudicca</p> <ul style="list-style-type: none"> • Romanisation of Britain • I know about the Roman withdrawal from Britain and the Scots invasion • I know about invasions, settlements and kingdoms • Describe the Roman Empire (impact on Britain Term 2) • Understand the life and achievements of the Roman Empire • Through research, identify similarities and differences between given periods in history • Use appropriate historical terminology • Raise historical questions e.g. what did the Romans believe? • Understand similarities and differences about how people lived in the past (e.g. they cooked and travelled differently and used different weapons from ours)

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	<ul style="list-style-type: none"> Explore a variety of sources to find out about the past 	<ul style="list-style-type: none"> Explore a variety of sources to find out about the past 	<ul style="list-style-type: none"> Explore a variety of sources to find out about the past
Geography	Predominantly History Focus	Predominantly History Focus	Predominantly History Focus
Art	<p>The Romans – Art T1 - mosaics</p> <ul style="list-style-type: none"> Know the significance of mosaics in Roman art. Can generate a repeating mosaic style pattern of coloured squares on a grid. Understand how historians learn about Romans through studying mosaics. Print a neat repeating border design with good technique. Print a neat repeating border design with good technique. Evaluate and analyse their work and that of others. Make informed choices on colour and design based on prior knowledge and experience. Carry out further investigations into Roman mosaics, looking at different types and relating these to their different locations, content and functions. Select and record some facts about a chosen mosaic, relating these to its content, location and function Design and finish printing a large scale mosaic style picture. <p>Evaluate the finished work and plan how to exhibit it to a wider audience</p>	<p>The Romans – Art T1 - mosaics</p> <ul style="list-style-type: none"> Know the significance of mosaics in Roman art. Can generate a repeating mosaic style pattern of coloured squares on a grid. Understand how historians learn about Romans through studying mosaics. Print a neat repeating border design with good technique. Print a neat repeating border design with good technique. Evaluate and analyse their work and that of others. Make informed choices on colour and design based on prior knowledge and experience. Carry out further investigations into Roman mosaics, looking at different types and relating these to their different locations, content and functions. Select and record some facts about a chosen mosaic, relating these to its content, location and function Design and finish printing a large scale mosaic style picture. <p>Evaluate the finished work and plan how to exhibit it to a wider audience</p>	<p>The Romans – Art T1 - mosaics</p> <ul style="list-style-type: none"> Know the significance of mosaics in Roman art. Can generate a repeating mosaic style pattern of coloured squares on a grid. Understand how historians learn about Romans through studying mosaics. Print a neat repeating border design with good technique. Print a neat repeating border design with good technique. Evaluate and analyse their work and that of others. Make informed choices on colour and design based on prior knowledge and experience. Carry out further investigations into Roman mosaics, looking at different types and relating these to their different locations, content and functions. Select and record some facts about a chosen mosaic, relating these to its content, location and function Design and finish printing a large scale mosaic style picture. <p>Evaluate the finished work and plan how to exhibit it to a wider audience</p>
Design and Technology	Term 2 – Structures	Term 2 Structures	Term 2 Structures

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	<ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work 	<ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work 	<ul style="list-style-type: none"> • Use research and criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work
Science	<p>Humans Y4 Health, teeth and digestion</p> <p>Sound</p>	<p>Humans Y6 Health, circulatory system and blood</p> <p>Sound and Pitch</p>	<p>Humans Y4 Health, teeth and digestion</p> <p>Humans Y6 Health, circulatory system and blood</p> <p>Sound and pitch</p>
PSHEE	<p>Being me in my world Celebrating difference</p>	<p>Being me in my world Celebrating difference</p>	<p>Being me in my world Celebrating difference</p>
music	<ul style="list-style-type: none"> • use voice and instruments with increasing accuracy, control and expression • improvise and compose music • listen with attention to detail • appreciate wide range of live and recorded music • begin to develop understanding of history 	<ul style="list-style-type: none"> • perform with control and expression solo and in ensembles • improvise and compose using dimensions of music • listen to detail and recall aurally • use and understand basics of staff notation • develop an understanding of the history of music, including great musicians and composers 	<ul style="list-style-type: none"> • use voice and instruments with increasing accuracy, control and expression • improvise and compose music • listen with attention to detail • appreciate wide range of live and recorded music • begin to develop understanding of history • perform with control and expression solo and in ensembles • improvise and compose using dimensions of music • listen to detail and recall aurally • use and understand basics of staff notation • develop an understanding of the history of music, including great musicians and composers

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