Medium Term Plan for Year 3 Beech Class	Title: Summer 2: Emperors and Empires
	Focus: History led topic
Memorable Experience	Roman food tasting
Explicit Knowledge	In this topic the children will learn key dates in Roman history which include: 55–54 BC when Julius Caesar invaded Britain (twice but unsuccessfully), AD 43 when Roman emperor, Claudius, invaded and conquered Britain and AD 410 when Roman rule ended in Britain. We will investigate how over time in Rome, there were three different systems of rule; a kingdom, a republic and an empire. The children will learn how the basic structure or hierarchy of a Roman army legion was complex and how it's successes led to the Roman Empire growing over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East. We will also learn about how the Roman invasion of Britain changed the lives of the people living here by looking at the lives of people in Roman Britain and comparing them to our prior knowledge of life in Iron Age Britain.
Prior knowledge	**Year 2 – Towers, Tunnels and Turrets.** - Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. - Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.
Vocabulary	History vocab: absolute power, aqueduct, amphitheatre, artefact, bath house, Britannia, cavalry, Celtic, centurion, conquer, consul, dictator, empire, forum, Governor, hierarchy, hypocaust, Iceni Tribe, Julius Caesar, Roman citizen, Legion, Boudicca, Colosseum, Romanise, Romano-British culture, villa. Science vocab: fossils, soil, rocks, igneous, sedimentary, permeable, impermeable, sediment, metamorphic, magma, lava.
Forward links	**Year 4 – 'Raiders and Traders'** - Historical artefacts can reveal much about the object's use or owner. - The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. - The Viking invasion and Anglo-Saxon defence of England led to many conflicts. **Year 5 – 'Ancient Greeks' (Autumn) and 'Off with Her head!'** - Key aspects of British history include the rise, fall and actions of the monarchy - AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. - A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

	KNOWLEDGE	SKILLS
History **Cornerstones topic – Emperors and Empires** **This half term will focus on the Engage section and next half term will cover the Develop and Express sections.**	Week 1 – Hierarchy in Ancient Rome Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizen Week 2 – Roman Army Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Week 3 – First Invasions of Britain Roman army general, Julius Caesar first invaded Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful. Week 4 – Roman Conquest The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised. Week 5 – Britannia Many people who lived near new Romans towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. Merchants used	Describe the hierarchy and different roles in past civilisations. Describe the achievements and influence of the ancient Romans on the wider world. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Describe the hierarchy and different roles in past civilisations. Explain the cause and effect of a significant historical event Explain the cause, consequence and impact of invasion and settlement in Britain. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.

	Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology. Week 6 – Roman Invention and Ingenuity Roman inventions include forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers.	Describe ways in which human invention and ingenuity have changed how people live.
Geography	To know the countries which made up the Roman Empire. Children can develop contextual knowledge of the location of globally significant places (Rome). To know how human geography, including: types of settlement and land use have impacted our modern day lives.	Use four-figure grid references to describe the location of objects and places on a simple map. Children can use geographical knowledge to name the area of the Roman Empire (modern day country names). Children identify links to Roman life using existing evidence in cities such as Bath, York, St Albans.
Science **Forces and Magnets**	To know that different forces act on objects. To know that different surfaces have an impact on how things move. To know that some materials are magnetic and others are not. To know that magnets have two poles. To understand the vocabulary of attract and repel.	To notice that some forces need contact between two objects by identifying the different types of forces acting on objects. To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces. To compare and group materials according to whether they are magnetic by sorting materials. To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets. To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing
Design and Technology	To understand materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.	Plan which materials will be needed for a task and explain why. Use construction kits or found items, such as newspaper, boxes, tape, string, wooden planks and logs to build a model of the Colosseum.

Art Clay	To know different ways of using and manipulating clay. To use clay tools effectively. To plan and design a roman style clay pot. To know the appropriate designs from the Roman period.	To handle clay in an confident and appropriate way. To follow a plan and recreate a design.
Physical Education: Athletics and Tennis	**Athletics:** To know how to complete against oneself and others while developing simple technique. To have a mastery of basic movements such as throwing and jumping and running. To know how to work collaboratively to improve self-performance and the performance of others. **Tennis** To know the basic rules of tennis. To know that playing in a fair way is more important than winning. To know how to keep score (not necessarily with tennis scoring).	Athletics: - Control movement and body actions in response to specific instructions. - Demonstrate agility and speed. - Jump for height and distance with control and balance. - Throw with speed and power and apply appropriate force. - Tennis: - To serve to begin a game - To explore forehand hitting - To play against an opponent

ICT _Creating media – Desktop publishing_	To know that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To know how to plan an animation To understand the need to work consistently and carefully To know the impact of adding other media to an animation	Create an effective flip book—style animation Draw a sequence of pictures Explain how an animation/flip book works Create an effective stop-frame animation Explain why little changes are needed for each frame Predict what an animation will look like Break down a story into settings, characters and events Create a storyboard Describe an animation that is achievable on screen Evaluate the quality of my animation Review a sequence of frames to check my work Use onion skinning to help me make small changes between frames Evaluate another learner's animation Explain ways to make my animation better Improve my animation based on feedback Add other media to my animation Evaluate my final film Explain why I added other media to my animation
Music **Charanga –**	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know that every piece of music has a pulse/steady beat. To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad	Confidently identifying and moving to the pulse. Thinking about what the words of a song mean. Creating your own simple rhythm patterns Singing in unison and in simple two-parts. Demonstrating a good singing posture. Following a leader when singing. Treating instruments carefully and with respect. Playing any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.

RHE (Relationships and Health Education) **TenTen Resources**	<u>Living in the Wider World</u> To know that God wants His Church to love and care for others. To know that I have a part to play in creating a happy and safe world. To know that we are all different. To know it takes a variety of people to create a successful and happy community.	To devise practical ways of loving and caring for others. To consider others in my decision making. To describe the activities of the early Church and compare them to today's Church.
RE **Choices - Reconciliation**	To know that choices have consequences. To know that we are responsible for our own decisions. To know the importance of helping people make good choices. To know the importance of conscience in making choices. To know the story of The Prodigal Son	To consciously think about consequences. To reflect on past choices. To work towards making better decisions. To know how to forgive other's bad choices.
English **The Iron Man – Literacy Shed Plus Reading Vipers.**	To know the importance of descriptive writing in storytelling. To know the different word classes (noun, verb, adjective, adverb). To know how to choose vocabulary carefully. To know how to form a reasonable argument. To know how to take an active role in a debate.	**Composition:** To describe a character, setting and plot. To write an effective story opener; using The Iron Man as a starting point. To write in role. To create tension in my writing. To write instruction on how to trap the Iron Man. **Spoken Language** To take part in a debate. To argue a point of view. To respond articulately to others.

Poetry – Cornerstones Maestro Haiku	To know that haiku poems have 17 syllables arranged over three lines, five syllables in the first, seven in the next and five in the final line	**Reading** To draw conclusions (infer) based on a text. To retrieve information from a text and use it in a discussion/debate. To predict an outcome.
Maths Power Maths	Fractions Time Properties of shape Length, Mass, Volume, Capacity	