

I am Warrior



Year Group: 3/4

Cycle A

History

- The Roman Empire and its impact on Britain

Computing

- Technology in our lives

Art and Design

- Artist Knowledge - Lilian Broca
- Collage – Mosaics of Boudica/Gladiator battle scenes

Design and Technology

- Roman Shields: research, develop, design, make and evaluate.
- Cooking and Nutrition: follow a simple Roman recipe for bread, soup or porridge

History

National Curriculum (Knowledge and Skills): Pupils should be taught about:

- The Roman Empire and its impact on Britain

Curriculum Intent (Key knowledge to be learned):

- Romans arrived in Britain in 43AD
- How the Romans defeated the Celts (led by Boudica) in AD60
- Britain had no proper roads before the Roman's arrived. The Romans build straight roads paved with stone and laid on gravel foundations – this made it faster to travel around Britain. Many modern roads are built on ancient Roman roads
- By 391AD Christianity had become the official Roman religion, but many people in Britain were still Pagan
- The Romans brought Latin to Britain – many English words come from Latin. Before the Romans few people in Britain could read or write.
- The Romans introduced the idea of living in big towns/cities and laid their cities out in grid formation
- If a place-name has 'chester', 'caster' or 'cester' in it, it's almost certainly Roman (e.g. Gloucester, Doncaster and Manchester)
- Roman numerals are still used to record numbers in some situations e.g. on clocks

Age Related Subject Skills (Progression Guidance):

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop, then demonstrate an awareness of the past, using common words/phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things, why some events happened and what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

Key Vocabulary

Tier 1	Tier 2		Tier 3
Soldier War Queen	Invade Empire Civilisation Religion Christian	Pagan Emperor Warrior Defeat	Roman Celt Latin Roman Numerals

History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered in the table. It features a stylized tree icon on the left, composed of several overlapping semi-circles in shades of yellow and orange. To the right of the tree, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. There are two short yellow horizontal lines, one on the left and one on the right, positioned below the word "School".			

Art and Design

National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Artist Knowledge - Lilian Broca
- Collage – Mosaics of Boudica/Gladiator battle scenes
- Developing Ideas - Sketchbooks

Age Related Subject Skills (Progression Guidance):

Year 3

Developing Ideas (Sketchbooks)

- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.
- Identify interesting aspects of objects as a starting point for work.
- Use a sketch book to express feelings about a subject
- Make notes in a sketch book about techniques used by artists.
- Annotate ideas for improving their work through keeping notes in a sketch book

Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- Respond to art from other cultures and other periods of time.

Collage

- Create a collage using fabric as a base
- Develop individual and group collages, working on a range of scales
- Use a range of stimulus for collage work, trying to think of more abstract ways of showing views

Year 4

Developing Ideas (Sketchbooks)

- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Express likes and dislikes through annotations
- Use a sketch book to adapt and improve original ideas
- Keep notes to indicate their intentions/purpose of a piece of work

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

Collage

- Create a collage using fabric as a base
- Develop individual and group collages, working on a range of scales
- Use a range of stimulus for collage work, trying to think of more abstract ways of showing views

Prior Learning

Forever Firs children in Year 3 working at ARE should already be able to:

Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

Developing Ideas (Sketchbooks)

Forever Firs children in Year 4 working at ARE should already be able to:

- See Progression guidance for year 3 above

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work

Collage

- Develop collages, based on a simple drawing, using papers and materials
- Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)
- Develop tearing, cutting and layering paper to create different effects

Key Vocabulary

Collage	Artist Knowledge	Developing Ideas
Collage, paper, material, natural Temporary Weave, recycled Textures, rubbings, batik work Tearing, cutting, layering	Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop Practices, disciplines, techniques Cultures, periods of time Modifications, changes, review	Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques, Like, dislike, improve, adapt Intention, purpose

Primary
 — School —

Art and Design Assessment

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 <p data-bbox="268 712 1327 1317">Firs Primary — School —</p>			

Design and Technology

National Curriculum:

Pupils should be taught to:

- investigate and analyse a range of existing products
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will research, design and make Roman or Celtic shields, evaluating their finished product against the design criteria.
- They will also follow a simple Roman recipe to make bread, soup or porridge

Age Related Subject Skills (Progression Guidance):

Design

- Gather information about the needs and wants of particular individuals and groups
- Develop their own design criteria and use these to inform their ideas
- Research designs
- Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces
- Use annotated sketches, cross-sectional drawings and diagrams
- Use computer-aided design

Make

- Select tools and equipment suitable for the task
- Explain their choice of tools and equipment in relation to the skills and techniques they will be using
- Select materials and components suitable for the task
- Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making
- Produce detailed lists of tools, equipment and materials that they need
- Follow procedures for safety
- Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components
- Measure, mark out, cut and shape materials and components with some accuracy
- Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy

Evaluate

- Identify the strengths and weaknesses of their ideas and products
- Consider the views of others, including intended users, to improve their work
- Refer back to their design criteria as they design and make
- Use their design criteria to evaluate their completed products
- Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants
- Identify great designers and their work and use research of designers to influence work
- Identify the strengths and weaknesses of their ideas and products
- Consider the views of others, including intended users, to improve their work
- Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused

Cooking and Nutrition

- Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
- Know that seasons may affect the food available
- Understand how food is processed into ingredients that can be eaten or used in cooking
- How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

- Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the ‘eat well’ plate
- Know that to be active and healthy, food is needed to provide energy for the body
- Measure using grams
- Follow a recipe

Prior Learning

Forever Firs children working at ARE should already be able to:

Design

- State the purpose of the design and the intended user
- Explore materials, make templates and mock ups e.g. moving picture / lighthouse
- Generate own ideas for design by drawing on own experiences or from reading

Make

- Select from a range of tools and equipment explaining their choices
- Select from a range of materials and components according to their characteristics
- Follow procedures for safety
- Use and make own templates
- Measure, mark out, cut out and shape materials and components
- Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips, tape and permanent – glue, staples
- Use finishing techniques, including those from art and design

Evaluate

- Talk about their design ideas and what they are making
- Make simple judgements about their products and ideas against design criteria
- Suggest how their products could be improved Evaluating products and components used
- Investigate - what products are, who they are for, how they are made and what materials are used

Cooking and Nutrition

- Know where food comes from
- Use appropriate equipment to weigh and measure ingredients
- Prepare simple dishes safely and hygienically, without using a heat source
- Use techniques such as cutting
- Name and sort foods into the five groups of the ‘eat well’ plate
- Know that everyone should eat at least five portions of fruit and vegetables every day

Key Vocabulary

Key Vocabulary					
Tier 1		Tier 2		Tier 3	
pattern	weigh	research	weight	design criteria	
colour	chopping	design	recipe		
wood	peeling	make	savoury		
card	mixing	evaluate	measure		
metal	spreading	strengths	hygiene		
plastic	baking	weaknesses	slicing		
strong		material	grating		
			kneading		
			ingredients		
			baking		
			portion		

Design and Technology Assessment

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Computing

National Curriculum:

understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration § use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Computing Strand: Technology in Our Lives

Topic Links:

- To be able to use search engines to enhance knowledge about the Romans

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information*
- Pupils learn to collaborate electronically by blogging, mailing and working on shared documents using the pupil sites of the DLG*

Lower Key Stage 2

- | | |
|--|--|
| <ul style="list-style-type: none"> Know how to create a simple search using a search engine Label and talk about the use of different parts of a computer (laptops and desktops) e.g. mouse, keyboard, screen, power cable. Navigate across websites using the buttons. | <ul style="list-style-type: none"> Create more specific searches using key words in a search engine. Know how to choose an appropriate website (age, look, author) Label and talk about the parts of a computer and products that enhance it's use (webcam, headphones, printers) and know their uses. Navigate across websites using the back, forward, refresh and hyperlinks. Begin to talk about the author of websites an how this effects it's truth. <i>(Also covered in E-Safety)</i> |
|--|--|

Other Key Areas of Learning:

- To start talking about how search engines work and link this to their knowledge of non-fiction texts (use of the contents and index).
- <https://www.bbc.co.uk/bitesize/clips/zspbcdm>
- To identify key words in a question and make simple searches
- <https://www.tes.com/teaching-resource/computing-planning-e-safety-and-search-engines-year-3-year-4-lwks2-11958846>
- <https://www.tes.com/teaching-resource/how-to-use-a-search-engine-11061542>
- <https://www.twinkl.co.uk/resource/tp2-i-211-planit-computing-year-3-internet-research-and-communication-planning-overview-cfe>
- To talk about the author of websites and how if effects it's truth e.g. Wikipedia
- <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2>
- <https://www.hornimanprimary.com/reliability-of-websites/>

Prior Learning

Forever Firs children working at ARE should already be able to:

- Use given websites to answer questions
- Know the internet can be used for research
- Know that pages have authors just like their own work

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Author	Key word	Web cam	Trustworthy	reliable	
Truth	Purpose	Mouse	Navigate	hard drive	
Information	Buttons	Keyboard	Web address	desktop	
Research	Forwards	Screen	Search engine	hyperlinks	
Website	Backwards	Laptop	Power cable		
		Refresh			

Computing Assessment

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