



# Peace and Conflict: Respect for all individuals

## Focus Overview

### Year 3 – The Romans



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

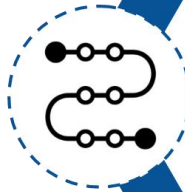
**A Wonderful World:**  
Appreciating God's Creations



**Peace and Conflict:** Respect for all Individuals



**A Moment in Time:**  
Learning from the Past for Our Future



**We are Engineers:**  
Embracing Technology to Solve problems



**Nurturing Nature:**  
Engaging and Taking Responsibility



**Our Place in the World:** Identity and Community



## Peace and Conflict: Respect for all individuals Year 3

In **History**, children will investigate the period of 'The Romans'. They will explore how their rule began in Italy and subsequently how they invaded other countries in Europe. Children will learn about the Roman army and its hierarchy, what life was like for those around them and of course, the invasion of Britain. This will include The Celts and how life changed for people living in this country. In **English**, children will be exploring newspaper reports about the eruption of Mount Vesuvius in Pompeii. In Reading lessons, we will use 'Escape from Pompeii' to enhance the children's wider understanding of Italy at the time of the Romans. In **DT**, we be creating and exploring pop-up books. In **Art** lessons we will be exploring Roman mosaics which the children will later create.

### Theme Impact

Children will use this opportunity to compare another time period to their own, with this one being much more civilised than our last period studied. Children will be encouraged to empathise with people at various points throughout the invasion- soldiers, leaders, villagers, Celts... At many points during the Romans' time in power, there were conflicts. How did the Romans restore peace? How did they respect/disrespect others? Was there a resolution?

### Catholic Social Teaching

The Catholic Social Teaching theme of **Dignity of Work and the Rights of Workers** is focused on the basic rights of workers and ensuring that they are respected. Through Collective Worship, children will explore areas such as Fairtrade and current affairs. This will be taught alongside the virtues of **eloquent and truthful**; developing an **eloquent** language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be **truthful** in the way they represent themselves and speak about the world.

### Curriculum Drivers

#### History

#### National Curriculum Objectives

**K2:** The Roman Empire and its impact on Britain

#### Knowledge and Skills Progression

- U1:** Recall some facts about people/events before living memory
- U2:** Use evidence to describe everyday life in a studied period. Including; clothes, way of life, actions, culture and leisure activities from the past.
- U3:** Use evidence to describe buildings and their uses of people from the past
- U4:** Begin to describe how historical events studied affect/influence life today.
  
- E1:** identify and give reasons for different ways in which the past is represented
- E2:** Use documents, printed sources (e.g. archive materials), pictures, photographs, music as evidence about the past.
- E4:** make comparisons from then to now
  
- I1:** Begin to explore the idea that there are different accounts of history.
- I2:** Extract information from a variety of sources, including: books, videos, photographs, pictures and artefacts
- I3:** Begin to understand the terms primary and secondary sources.
  
- C1:** Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- C2:** Interpret sources to describe things that happened to other people in the past.
- C4:** Use a timeline to place historical events in chronological order.
- C5:** Use vocabulary to help them to talk about the past including specific vocabulary from the period.
  
- O2:** Demonstrate understanding of historical event/people through drama, role play and different genres of writing.
- O3:** Communicate ideas about the past using lists, pictures and mind maps, including using ICT.
- O4:** label and annotate pictures and photos to show understanding

### Design and Technology

#### National Curriculum Objectives

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  
 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, such as cutting, shaping, joining and finishing, accurately.  
 Investigate and analyse a range of existing products.  
 Learn about the designers in history. ([Robert Sabuda](#))  
 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  
 Understand how key events and individuals in design and technology have helped shape the world .

#### Knowledge and Skills Progression

##### Design (inc research)

- R1-** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- R2-** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- R3-** Children represent their own ideas, thoughts and feelings through design and technology.
  
- D1-** Use their research to develop some of their own design criteria.
- D2-** Draw a fully labelled sketch/diagram of their product, including some measurements- some may use computer aided design.
- D3-** Choose the materials/ ingredients /tools they will use, based on their suitability for the task.
- D4-** Write a detailed list of the materials/ ingredients/tools they will need.
- D6-** Order the main stages of their making process

**Make - construction**

**MC1**- Cutting - Measure and mark materials before cutting. Cut materials accurately, using appropriate tools. Score and fold paper/card accurately.  
**MC2**- Joining- Join a range of materials using a variety of methods, usually choosing the method most suited to the task.  
**MC3**- Testing- Test their product as they work, making informed adjustments to ensure their product meets the design criteria.  
**MC4**- Improving- Apply their prior knowledge and understanding to make structures stiffer/more stable as they work. Check design criteria as they work.  
**MC6**- Finishing- Pay attention to the finishing of their product.

**Evaluate**

**E1**- Positive- Identify and discuss the strengths of their product.  
**E2**- Critique- Identify any areas for development/ improvements that could be made.  
**E3**- Audience- Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?  
**E4**- Improve- Suggest how their product could be improved. Take part in peer evaluation, giving and receiving feedback from fellow pupils.

**Art**

**National Curriculum Objectives**

-Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  
 -Develop and share ideas in a sketchbook and in finished products.  
 -Improve mastery of techniques including drawing, painting and sculpture  
 -Learn about the great artists, architects and designers in history.

**Knowledge and Skills Progression**

**E1** create sketch books to record their observations and use them to review and revisit ideas.  
**E2** record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.  
**E3** question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.  
**E4** think critically about their art and design work.

**D1** draw for a sustained period of time  
**D2** use a sketchbook to collect and develop ideas from a range of sources  
**D3** experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.  
**D4** experiment with different grades of pencil to achieve varied tone  
**D5** create texture and pattern in drawing with a range of implements.

**P1** experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.  
**P2** create different effects and textures with paint.  
**P3** use language of and mix primary and secondary colours and use tints and shades.

**PR1** create printing blocks using relief or impressed method.  
**PR2** develop print techniques i.e. mono-printing, block printing, relief or impressed method.  
**PR3** create repeating patterns.  
**PR4** print with two colour overlays

**Application**

For our application the children will use their persuasive speech from Boudicca and perform this as a battle cry. They will use critical thinking skills and express a point of view.

**Wider Curriculum Opportunities**

Writing	Reading
English lessons- Newspaper Reports about the eruption of Pompeii History- diaries, newspaper, letters, speeches	Escape from Pompeii Non-fiction texts

**Computing** – application of previously taught skills

**Enrichment**

Green screen performance and battle cry from Boudicca. Children will create props and shields to be used in their Boudicca speech.

**Home Learning**

**Evaluation Notes**

**Stand-alone objectives to be covered this term**

**RSE/PSHE**

**Units to cover**

Personal Relationships Friends, family and others When things feel bad Keeping safe Sharing online Chatting online	Helping others to belong Social problem solving Connectedness Special people
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**PE**

**National Curriculum Objectives**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team

**Knowledge and Skills Progression**

**Basketball**

Recognise when you need to defend  
 Employ tactics to put pressure opponents  
 Being aware and able to undertake the demands different positions to support both attack defence  
 Send and receive a ball with some consistency to keep possession  
 Sometimes move into space to receive the ball  
 Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football  
 Play using basic rules of recognised game e.g. hockey or football  
 Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball  
 Work as part of a team to attack towards a goal

**Key vocab:**

**Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork, game play**

**OAA**

Describe their work and the strategies they use to solve problems  
 Independently identify factors needed to complete a task  
 Use acquired skills to create maps and directions  
 Identify and use symbols on a map to navigate  
 Play competitively and fairly implementing the rules  
 Perform with strength, stamina and endurance in more physical tasks  
 Lead others and be led  
 Can work with others to solve problems

**Music**

**Adapting and transposing motifs (Theme: Romans)**

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

**PP2** Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

**PP5** Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

**PP6** Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.

**MFL**

**Les Instruments**

- Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.
- Start to understand articles/determiners better in French.
- Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.

**Cooking in the Curriculum**

Carrot and coriander soup See cooking curriculum for recipe guidance and skills