

| CYCLE B KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 4- How was Britain influenced by the Roman empire?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Overview- NATIONAL- DT- What have the Romans done for us? Reconstruction of Roman roads, bridges, aqueducts and local cities (links to Roman Baths)</b><br>Democracy and lasting impact of previous occupied England- positive or negative?<br>Romans – invasion into England, democracy, engineering – bridges, aqueducts, government and law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Prior Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | KS2 National Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>National Curriculum Links (KS1)</b> <ul style="list-style-type: none"> <li>The concept of the past and how it differs from the present.</li> <li>How historians learn about the past through artefacts, buildings and evidence.</li> <li>Basic chronology (before/after, older/newer). Familiarity with significant historical figures, events or periods studied in KS1.</li> </ul><br><b>Design and Technology Prior Knowledge</b><br>Pupils should already be able to: <ul style="list-style-type: none"> <li>The difference between natural and manufactured materials.</li> <li>That materials can be chosen because they are suitable for a particular job.</li> <li>Basic joining techniques: <ul style="list-style-type: none"> <li>gluing</li> <li>taping</li> <li>folding</li> <li>slotting</li> <li>tying</li> </ul> </li> </ul> | <b>Design and Technology</b><br>Design- Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular individuals or groups. <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through: <ul style="list-style-type: none"> <li>discussion</li> <li>annotated sketches</li> <li>diagrams</li> <li>prototypes</li> <li>models</li> </ul> </li> </ul> Make- <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</li> </ul> Evaluate- <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>Developing a chronological understanding of British history.</li> <li>Understanding that historical events and societies can be studied through evidence and sources.</li> <li>Learning about the impact of significant individuals, events and civilisations.</li> <li>Understanding that societies change over time due to new ideas, inventions and technologies.</li> </ul> |
| Key Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**DT- Design**

- 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.

**DT- Make**

- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**DT- Evaluate**

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

| PSHE Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key Vocabulary                                                                      | Cross Curricular links (DT/RE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Develop resilience and perseverance when solving problems and completing practical tasks.</li> <li>• Understand the importance of planning, evaluating and improving ideas.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively and respectfully with others.</li> <li>• Recognise the value of different skills, ideas and contributions within a team.</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Understand how societies are organised and how people contribute to communities.</li> <li>• Explore how inventions, infrastructure and technology affect people's lives.</li> <li>• Develop an understanding of cultural heritage and the importance of preserving historical sites.</li> </ul> |  | <p><b>Art</b></p> <p>Drawing and painting: Classical Inks<br/>Ancient Roman Artists: Augustus of Prima Porta<br/>Study Roman architecture, mosaics and decorative styles. Create artwork inspired by Roman designs, including mosaics, city plans and architectural drawings</p> <p><b>Geography</b></p> <p>Explore how the Romans used landscape and location to build roads and settlements. Use maps to identify Roman routes and settlements, and investigate how Roman cities influenced the development of modern towns and cities.</p> |

|                         |  |                                                                                                                                               |
|-------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                         |  | <b>RE</b><br>Explore Roman beliefs, gods and religious practices. Consider how religion influenced Roman buildings, festivals and daily life. |
| Quality Texts/Resources |  |                                                                                                                                               |



## Recommended Topic Books

# The Romans

<https://www.booksfortopics.com/booklists/topics/history/romans/>

Recommended  
non-fiction



Recommended  
chapter books



Picturebooks  
and graphic  
novels



Lighter chapter books

