

# St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 2 Cycle: Term Autumn

Topic: Rivers/ Italy/ Rome/ Romans/  
Pompeii and The Tear Thief

Literacy Focus Text: Escape from

Week 1 and 2 Fascinators: Book/Picture Talk:						
Learning Challenge		Where are the world's major rivers? Why do books get wet from the Amazon?				
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year 3	Assessment Year 4
Locational knowledge name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	L.O: To name and locate the worlds major rivers.	Teaching/Learning activity: <ul style="list-style-type: none"> <li>• What am I starter....</li> <li>• KWL grid as starting a new topic</li> <li>• Where are the world's rivers?</li> <li>• Extreme rivers – what is so special about the River Amazon and the River Nile or the Mississippi?</li> <li>• Watch the 'journey of the Nile' (BBC class clips – 3 instalments)</li> <li>• Or 'Walking the length of the Amazon <a href="http://www.bbc.co.uk/learnin_gzone/clips/walking-the-length-of-the-amazon-river/12976.html">http://www.bbc.co.uk/learnin_gzone/clips/walking-the-length-of-the-amazon-river/12976.html</a></li> </ul>	Each group to research a major world river. Rotate around tables answering key questions <ul style="list-style-type: none"> <li>• Lap top research</li> <li>• Tracing of river</li> <li>• Atlas research</li> <li>Books</li> </ul> Key Questions: <ul style="list-style-type: none"> <li>• Where is the source of the river?</li> <li>• Which sea does it flow into?</li> <li>• Which countries/ continent is it in?</li> <li>• Which see does it flow in to?</li> <li>• What are the major cities on the rivers?</li> <li>• What are the interesting features of the river?</li> <li>• What other countries does it pass by?</li> </ul>	Capacity	<b>Must:</b> be able to recite the names of the world's major rivers and label them on a map, describing their location.  <b>Should:</b> Construct a fully labelled map of the world's major rivers and describe their location using key terminology. Students should have knowledge of one of the world's major rivers.	<b>Could:</b> Produce a fully annotated map of the worlds' rivers and describe their location in detail using key terminology. Students should have good knowledge of at least one of the world's rivers perhaps comparing it to another.
	L.O: To write a report	Model writing writing a report . Focus on adverbial phrases (where) and capital letters for proper nouns.	Using information from previous week, write a report about their river. Oral presentation to class.			

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Week 3 and 4 Fascinators:						
Learning Challenge	Is there a plug in a river? How do rivers shape the land?					
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year	Assessment Year
<b>Human and physical geography</b>  Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	L.O: To defined the parts of a drainage basin.	Teaching/Learning activity: <ul style="list-style-type: none"> <li>What is a drainage basin?</li> <li>Recap of the water cycle (from previous learning during the Weather and Climate topic).</li> <li>What is the drainage basin hydrological cycle?</li> <li>Students match key terms to their meanings and illustrate with diagrams. (for drainage basin and/or water cycle)</li> </ul> Outcomes <ul style="list-style-type: none"> <li>Students will be confident using key terminology associated with the drainage basin hydrological cycle.</li> </ul>	BA Match definitions to terms eg river, flood, bank, bed  A Label features of drainage basin.  AA Apply terminology of drainage basin to the river they studied. Write in sentences: Eg A tributary of the River Nile is.....	Science water cycle	<b>Must:</b> be able to recall the water cycle and must be able to add labels onto a diagram of a drainage basin.  <b>Should:</b> be able to define the parts of a drainage basin and place them on a diagram. Summarize the water cycle from previous learning and apply these terms to the hydro cycle to produce a fully	<b>Could:</b> create a diagram of their own to show parts of a drainage basin hydro cycle with full annotation and using key terms with confidence. Produce an explanative commentary.

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					labelled diagram with a commentary explaining it.	
<p><b>Locational knowledge</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>L.O: To describe how rivers shape the land.</p>	<p>Teaching/Learning activity: Children visit local park/brook Visit from Branshall Preservation Society Sketch and look at features they can see.</p> <ul style="list-style-type: none"> <li>• What work does a river do? What is erosion, transportation and deposition?</li> <li>• What different types erosion and transportation are there?</li> <li>• Why does a river deposit?</li> <li>• What landforms does a river create?</li> <li>• How does a river change from source to mouth?</li> <li>• Compile a timeline?</li> <li>• What are the characteristics of each stage of a river?</li> </ul>	<p>BA Students can create labelled diagrams of the various features and processes.</p> <p>A and AA Students write a commentary about a journey down a river and explaining its creation using key terminology. (source, deposition, erosion, transportation, mouth)</p>	<p>Link to Poetry (Tear Thief)</p> <p>PSHE River/quarry safety</p>	<p><b>Must:</b> describe features of a river and begin to describe using some key terminology how they are formed.</p> <p><b>Should:</b> describe the features of a river and the processes responsible for their creation. Begin to explain using key terminology how river landforms are created.</p>	<p><b>Could:</b> Describe the characteristics of a river at each stage of its journey and explain in detail using key terminology the processes responsible for the changes and the formation of the landscape.</p>

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Week 5 Fascinators Italian artefacts						
Learning Challenge		Where would Italy kick Scilly?				
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year	Assessment Year
<b>Geographical skills and fieldwork</b>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	L.O: To use maps, globes and atlases at a range of scales.	Introduce the topic by showing the children a range of different items and pictures e.g. pasta, ice cream, pizza, roman outfit, pictures of famous Italian monuments. Do the children know what country they are from? Italy.  Introduce the topic. What is Italy? What do we already know from looking at these pictures? Make a class mind map on IWB. Find Italy on the globe and compare location with Britain. Is it a long way away? How might you get there? Show the children some photos of Italy.	<ul style="list-style-type: none"> <li>Annoate a map of Italy to include physical:                      BA: Label England and Italy on a world map                      A: Label countries around Italy                      AA: Label map using River Baisin Location</li> </ul>		<b>Must:</b> Be able to locate Uk and Italy on a world map.  <b>Should:</b> Locate Europe, seas, rivers and mountain ranges.	<b>Could:</b> Apply River Baisin terminology to Italian rivers.

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<p><b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>L.O: To research facts about Italy</p>	<p>Place an artefact on each table. What would you like to find out about these artefacts? What does it tell you about Italy?</p> <p>Explain that each group will research an area of interest about Italy, using resources provided.</p>	<p>Each group to research</p> <ul style="list-style-type: none"> <li>• Climate and agriculture</li> <li>• Mountain and Rivers</li> <li>• Landmarks (human features)</li> <li>• Vatican</li> </ul>		<p><b>Must:</b> Be able to use indexes and contents. Be able to ask relevant questions to research. <b>Should:</b> Be able to use a range of resources.</p>	<p><b>Could:</b> Be able to make comparisons between places.</p>
<p><b>Week 6 Fascinators</b></p>						
<p><b>Learning Challenge</b></p>	<p><b>How was Rome founded? Can babies make a city??</b></p>					
<p><b>Programmes of Study</b></p>	<p><b>Teaching objectives</b></p>	<p><b>Teacher Input / Key questions/ vocabulary</b></p>	<p><b>Learning Activities</b></p>	<p><b>Cross Curricular Link</b></p>	<p><b>Assessment Year 3</b></p>	<p><b>Assessment Year 4</b></p>
<p><b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>To know why cities were founded.</p>	<p>Read the story of Romulus and Remus. Do you think it could be true? Why or why not?</p>	<p>Draw a picture of Romulus and Remus.</p> <p>BA: Label key words in the picture. A: Summarize the story in two sentences. AA: Find evidence that the story could possibly be true. Write ideas in sentences. Eg This story could be true because.....</p>	<p>Big Write: Romulus and Remus retell</p>	<p><b>Must:</b> Be able to recall some parts of the story.  <b>Should:</b> Be able to retell a the story.</p>	<p><b>Could:</b> Locate factual evidence.</p>
<p><b>human geography</b>, including: types of settlement and land use, economic activity including trade links,</p>	<p>To compare myth and fact. To name reasons for settlement.</p>	<p>Show physical/contour map of Rome. What facts link to the Myth of the founding of Rome? Eg River Tiber, Rome</p>	<p>Label a physical map of Rome to explain reasons for settlement.</p> <p>BA: Label features A: Explain why the features encourage</p>	<p>“Off the Page” resources.</p>	<p><b>Must:</b> Be able to label natural features.  <b>Should:</b></p>	<p><b>Could:</b> Expand on reasoning using connectives.</p>

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and the distribution of natural resources including energy, food, minerals and water		Why do you think people would want to settle here? Focus on: <ul style="list-style-type: none"> <li>• River</li> <li>• Natural border</li> <li>• Defensive Hills</li> <li>• Agriculture linked to climate (resources)</li> <li>• Close to the sea (economics)</li> <li>• High up (defensive)</li> </ul>	settlement. AA: Using causal connectives to expand explanations.		Be able to give reasons for settlement.	
<b>Week 7 and 8 Fascinators</b>						
<b>Guided Reading: Boudica/Hail Ceasr</b>						
<b>Learning Challenge</b>	<b>How did a t urtle/ tortoise defeat an army?</b>					
<b>Programmes of Study</b>	<b>Teaching objectives</b>	<b>Teacher Input / Key questions/ vocabulary</b>	<b>Learning Activities</b>	<b>Cross Curricular Link</b>	<b>Assessment Year</b>	<b>Assessment Year</b>
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider	To locate the Roman period on a timeline.  That the Romans invaded Britain and that the period of invasion was followed by a period of settlement.	Carry out a survey within the class to find out how long they have been settled in their present homes. Find out who has moved from another town, village or country since they were born. Who has travelled the longest distance? Who has travelled the shortest? Who has lived in the same house since they were born? Talk about the reasons for moving to another country e.g. Mara.  Watch video on the invasion of Britain (1 <sup>st</sup> ) – 'The Eagle has landed' – Zig Zag	Invade another classroom. Discuss with the other class how they felt about being invaded. Tell KS2 children to explain why they wanted to invade.  Draw a Roman soldier. Around the outside of the soldier write sentences explainin g why the Romans wanted to invade Britain.		<b>MUST:</b> Be able to locate the Roman period on a timeline <b>SHOULD:</b> Be able to explain why the Romans left their homelands to come to Britain	<b>COULD:</b> Show an understanding that different groups of Romans had different motives for coming to Britain e.g. traders, military, pilgrimages to Bath etc

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world		TES Powerpoint "Why did the Romans invade Britain?"				
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic	To understand some of the reasons why the second Roman invasion was a success	Recap the reasons why the Romans wanted to come to Britain. – wool, lead, silver. Who lived in Britain when the Romans invaded? What did we learn about Boudica during Guided Reading? <a href="http://www.primaryresources.co.uk/history/powerpoint/The_Celts.ppt">www.primaryresources.co.uk/history/powerpoint/The_Celts.ppt</a>  Look at some of the differences between Celtic and Roman armies and way of life. Draw out some of the reasons the Roman army defeated the Celts. Lead children to....  1. Better armour 2. Better organised – turtle, discipline, tactics 3. Clever inventions – spear 4. Divide and rule 5. Fort	Give children a copy of a Roman soldier and a Celtic warrior side by side. Children annotate each with reasons why they were victorious (Roman) and reasons why they were defeated (Celt) Encourage use of FAN sentences, drop in and causal connectives.  e.g.  "The Romans defeated the Celts because they were better organised"		<b>MUST:</b> Be able to suggest a reason why the Roman Army overcame the Celts <b>SHOULD:</b> Be able to suggest several reasons for the Roman success over the Celts	<b>COULD:</b> Understand that the Roman success was not all due to military prowess but a system of alliances with certain tribes against others – in the interest
<p><b>Week 9 and 10 Fascinators</b> Picture of the remains of a Roman toilet/ aqueduct/ sewerage pipes etc A picture of a sponge stick.</p>						
Learning Challenge	<p>Would you share a toilet with your friend? Were there bubbles in a Roman Bath?</p>					

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understand the methods of historical enquiry	To know about the hygiene and sanitation of the Romans (toilets)	<p>Show the children a selection of artefacts/photos/ written evidence</p> <p>Explain that the Romans introduced hygiene to Britain. Before the Romans invaded we were a very unhygienic culture. We had very few toilets: we went outside. We had baths very infrequently &amp; consequently people smelt bad, the streets smelt bad, &amp; there was lots of disease &amp; illness. The Romans were very clean by comparison. In the large cities such as Londinium, the Romans built sewerage systems &amp; had public baths where people could go to wash. They understood that in crowded places disease spread fast &amp; this was not good for their army or empire. The Roman baths &amp; public toilets were used by many; in fact the toilets were used by men and women at the same time - &amp; they were open - so you could be sitting next to anyone!</p>	<ul style="list-style-type: none"> <li>Children to place a photo of their faces on a drawing of someone using a Roman toilet.</li> <li>Describe the sanitary arrangements eg sponge on a stick, flow of water etc AA: explain the disadvantages of Roman toilets</li> </ul>		<p><u>Must</u> To be able to describe features of Roman sanitation</p> <p><u>Should</u> Describe benefits of improved sanitation</p>	<p><u>Could</u> Why did bath houses not continue after the end of the Roman empire?</p>
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and	<p>To use artefacts to help research the past</p> <p>To know about the hygiene and sanitation of the Romans (baths)</p>	<p>Look at images of Roman baths. What questions would you like to ask about each room? Children to write questions in books. How do we find out about the past? Explain to the children that they will be using artefacts and photographs to find out about Roman Baths.</p>	<ul style="list-style-type: none"> <li>Archaeology Task – give the children a list of finds from a Roman baths. Write a site report. What do they tell us about life in the Roman baths? See page 19 BBC.</li> </ul>	<b>English:</b> Write a first person recount about a trip to the baths	<p><u>Must</u> To be able to describe features of Roman sanitation</p> <p><u>Should</u></p>	<p><u>Could</u> Why did bath houses not continue after the end of the Roman empire?</p>



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use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives		Explore Roman Baths: Palaestra, Caldarium, Frigidarium, TES Roman Bath houses powerpoint.  How did they heat the water? Did they need bubbles? Why was this new in Britain? Look at pictures of hypocaust. <a href="http://www.primaryresources.co.uk/history/powerpoint/Roman_Relaxation.ppt">http://www.primaryresources.co.uk/history/powerpoint/Roman_Relaxation.ppt</a> Why were Roman baths so popular? What did they do there?	<ul style="list-style-type: none"> <li>Using written and pictorial evidence, children will Describe Roman baths: BA: Describe each area of Roman Baths. A: Describe why the Romans used each area. AA: Describe some the benefits and disadvantages.</li> </ul>		Describe benefits of improved sanitation	
<b>Week 11 and 12</b>						
<b>Guided Reading: Hadrians Wall comprehension</b>						
<b>Learning Challenge</b>	<b>Why did Hadrian need a wall? Can a wall protect an empire?</b>					
<b>Programmes of Study</b>	<b>Teaching objectives</b>	<b>Teacher Input / Key questions/ vocabulary</b>	<b>Learning Activities</b>	<b>Cross Curricular Link</b>	<b>Assessment Year</b>	<b>Assessment Year</b>
gain historical perspective by placing their growing knowledge into different	To know which towns in Britain are Roman	What were Roman towns like? <a href="http://www.bbc.co.uk/schools/primaryhistory/romans/roads_and_places/">http://www.bbc.co.uk/schools/primaryhistory/romans/roads_and_places/</a> Show pictures of Celtic Villages and Roman towns. What are the differences between the two? What are the	BA Locate Roman place names using atlases.  A Locate Roman place names using atlases. Where is the nearest Roman	English: Write a letter to Celtic people explaining why the new Towns	<b>Must</b> To be able to locate Roman town names.	<b>Could</b> Explain what features of Roman towns are still evident today.

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<p>contexts, understanding the connections between local, regional, national and international history;</p>	<p>To use research skills.  To name some buildings found in Roman Towns.</p>	<p>similarities.  The Romans built towns in Britain, with walls and gates to let people in and out. Before the Romans came, people lived in villages, though some big settlements were like towns but with only wooden buildings. Roman builders used stone, brick and tiles. Some Roman towns were built at Celtic places. For example, Calleva Atrebatum was a Roman town built on a settlement of the Atrebatas tribe. Its modern name is Silchester.  Roman towns were neatly laid out. Streets criss-crossed. There were shops, workshops, houses and yards for animals. People gathered in the market and meeting area, the forum. The basilica was both a law court and town hall. Many Roman towns had public baths, open to everyone, and an amphitheatre. By AD 100, London was the biggest town in Roman Britain.  Show Roman towns/names can the children identify any patterns/things in common? (castra/caster/chester)</p>	<p>town to Uttoxeter?  AA Draw major Roman roads on a roman map of Britain following instructions <a href="http://www.teachingideas.co.uk/history/romanrd.htm">http://www.teachingideas.co.uk/history/romanrd.htm</a>  All: Research Roman towns using pictures, internet and written extracts.</p>	<p>will benefit the people of Britain.</p>	<p><u>Should</u> Describe benefits features of Roman Towns</p>	
<p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>To know how Romans developed roads in England.</p>	<p>Show map of Roman Towns and the roads that link them together. What do you notice?  In Roman times people travelled on land on horseback, in carts pulled by oxen, or walking. Before the Romans, Britain had no proper roads. The Roman soldiers built good roads. All the roads they built were remarkably straight. The Romans knew that the shortest distance from one place to another is a straight line, but their roads did zigzag sometimes, to make going uphill easier.</p>	<p>BA cut out and order instructions as to how to build a Roman road.  A and AA Write own instructions on how to make a road</p>	<p>Roman Numerals cross link numeracy</p>		

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		<p>The Romans built their roads on foundations of clay, chalk and gravel. They laid bigger flat stones on top. The road sloped from the middle to ditches either side, so rain water drained off.</p> <p>Why were roads important? <a href="http://www.teachingideas.co.uk/history/romanrd.htm">http://www.teachingideas.co.uk/history/romanrd.htm</a></p>				
understand the methods of historical enquiry	To find out about life as a soldier in Roman Britain.	<p>Show picture of Hadrian's wall. Why was it built? What does it tell us? Do you know the names of any other large walls in the world built to defend a country?</p> <p>How do we know what life was like at Hadrians wall? The <b>Vindolanda tablets</b> are the oldest surviving handwritten documents in Britain. They are also probably the best source of information about life on <a href="#">Hadrian's Wall</a>.<sup>[1][2]</sup> Written on fragments of thin, post-card sized wooden leaf-tablets with carbon-based ink, the tablets date to the 1st and 2nd centuries AD (roughly contemporary with Hadrian's Wall). Although similar records on <a href="#">papyrus</a> were known from elsewhere in the <a href="#">Roman Empire</a>, wooden tablets with ink text had not been recovered until 1973, when</p>	<ul style="list-style-type: none"> <li>• Read extracts from Vindolanda tablets. What do they tell use about life at Hadrian's wall?</li> <li>• Use Roman alphabet to write a simple message.</li> <li>• Make a Roman Plaque from clay containing a simple message like "Salvete amici" – Greetings Friends.</li> </ul>	English: Write a letter home from Hadrians Wall		

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		<p>archaeologist <a href="#">Robin Birley</a> discovered these artefacts at the site of a <a href="#">Roman fort</a> in <a href="#">Vindolanda</a>, northern England.<sup>[1][3]</sup></p> <p>The documents record official military matters as well as personal messages to and from members of the garrison of Vindolanda, their families, and their slaves. Highlights of the tablets include an invitation to a birthday party held in about 100 AD, which is perhaps the oldest surviving document written in Latin by a woman. Held at the <a href="#">British Museum</a>, the texts of 752 tablets have been transcribed, translated and published as of 2010.<sup>[4]</sup></p> <p>Tablets continue to be found at Vindolanda</p>				
<b>Art</b>						
<b>Learning Challenge</b>	<b>Would you share a toilet with your friend? Were there bubbles in a Roman Bath?</b>					
<b>Programmes of Study</b>	<b>Teaching objectives</b>	<b>Teacher Input / Key questions/ vocabulary</b>	<b>Learning Activities</b>	<b>Cross Curricular Link</b>	<b>Assessment Year</b>	<b>Assessment Year</b>
<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and</p>	<p>To use Roman artefacts.</p> <p>To explore mosaics.</p>	<p>Ask chn if they have seen any pictures/know anything about Roman art? Discuss the pottery &amp; the pictures on decorated pots. What else have chn seen? They might have seen mosaics. The Romans were very famous for their mosaic work. In wealthy Roman villas mosaics decorated floors &amp; pools &amp; even walls. The Roman baths were also often covered in decorative mosaics. Using pictures &amp; photos, taken from non-</p>	<p>In pairs chn use the internet /pictures <a href="http://www.bbc.co.uk/history/ancient/romans/mosiacs_gallery.shtml">www.bbc.co.uk/history/ancient/romans/mosiacs_gallery.shtml</a> to view photos of real Roman mosaic ruins. Can they find one from your county? Which is their favourite and why? Were they all made at the same time?</p> <p>A and AA: What do these mosaics tell us about life in Ancient Rome?</p>			

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<p>design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>		<p>fiction books &amp; downloaded from the internet (<i>session resources</i>), show chn Roman mosaics. Discuss these. What are they of? What common themes are there? How were they made? How big were they? How do we know about them today? Discuss archaeology digs &amp; how they dig down to Roman remains often finding whole Roman villa floors with mosaic work in tact, etc Mosaic art activity-design and create a mosaic to represent aspect of Roman life</p>				
	<p>To design and create own mosaic.</p>	<p>Talk to chn about Roman mosaics – Show some pictures (<i>session resources S9</i>), downloads from the internet (<i>session 9 hard group</i>), &amp; from non-fiction texts. Explain that we are going to design &amp; make a Roman mosaic. What should it be of? What kinds of pictures did the Romans use? Roman people – what are they wearing in the pictures, etc. Look at some pictures &amp; decide as a class what mosaic design you would like to use for the class mosaic. Look at the edges/borders of the mosaics. What were they like? They used different patterns as a frame for the picture.. Explain you will have to make the tiles for your mosaic – you will use different colour paper. Look closely at a photo of a real mosaic – look how the tiles are cut to fit in the picture.</p>	<ul style="list-style-type: none"> <li>• Draw design for mosaic.</li> <li>• Create mosaic.</li> </ul>	<p>English: Roman God research</p> <p>Report about Roman Gods.</p>		
<p><b>Week 1 Science</b></p>						
<ul style="list-style-type: none"> <li>• Solids, Liquids and Gases</li> </ul>						

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- Heating and cooling (no baking, etc.)
- Evaporation and condensation

Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year	Assessment Year
compare and group materials together, according to whether they are solids, liquids or gases					
observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in					

# St. Mary's CE (A) First School - Medium Term Topic Planning

Key stage: 2      Cycle:              Term Autumn

Topic: Rivers/ Italy/ Rome/ Romans/  
Pompeii and The Tear Thief

Literacy Focus Text: Escape from

degrees Celsius (°C)					
identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.					