

## The Romans in Year 3/4

### Chapter 6

#### Battle II: the Roman army in Wales

Time	Activity	Details	Cross-Curriculum and Literacy (also see below)	To be done/brought along
5 mins	Introduction	<ul style="list-style-type: none"> <li>- Recap the gladiator lesson</li> <li>- Introduce the Roman army. Give an overview of the rest of the lesson and what you will teach them.</li> </ul>	n/a	- n/a
15 mins	Invasion of Wales/ Britain	<ul style="list-style-type: none"> <li>- Discuss the major events in the history of Roman Britain</li> <li>- Whole class: bring volunteers to come to the front and hold images of key events, ask the class to put them into chronological order and show with cards whether or not they agree on the placement of each event</li> <li>- Explain the Welsh tribes and their battles with Roman armies – go into detail about the Silures and Caerleon</li> </ul>	<p>KS2 History: Chronological awareness: pupils should be given opportunities to use timelines to sequence events</p> <p>KS2 History: Organisation and communication: select, record, and organise historical information</p> <p>KS2 Literacy: Oracy: Public speaking, developing and explaining their ideas.</p>	<ul style="list-style-type: none"> <li>- Print images of major events in the History of Roman Britain –Julius Caesar’s invasions, Claudius’ invasion, Conquest of Wales, Boudicca’s revolt, Construction of Hadrian’s wall</li> <li>- Yes/no or green/red cards for each pupil</li> <li>- Accompanying PowerPoint slides</li> </ul>
15 mins	Caesar reading/ comprehension	<ul style="list-style-type: none"> <li>- Whole class: pick pupils to read out sentences of the simplified text: Julius Caesar’s account of the invasion of Britain.</li> <li>- Afterwards have the pupils answer a series of questions to check their understanding of the text</li> </ul>	<p>KS2 History: Interpretations of history: identify the ways in which the past is represented and interpreted</p> <p>KS2 History: Historical knowledge and understanding: understand why people did things, what caused specific events and the consequences of those actions</p>	<ul style="list-style-type: none"> <li>- Work sheet with text on and with questions at the bottom with space to answer underneath.</li> <li>- PowerPoint slide in background</li> </ul>
5 mins	How was the Roman army so	<ul style="list-style-type: none"> <li>- Ask why the children think the Roman army was good enough to invade Britain</li> </ul>		

	effective?	<ul style="list-style-type: none"> <li>- Line the class up and give simple instructions ie. One step to the left, right foot forward (this can be adapted depending on size of classroom, number of pupils etc)</li> <li>- Explain importance of the army working together</li> </ul>		
10 mins	What do you already know about the Roman army?	<ul style="list-style-type: none"> <li>- Whole class: carousel getting the pupils to speak out what they already know.</li> <li>- In pairs: Given some statements and need to sort them into true or false</li> <li>- Whole class: hold up cards to show whether they think each statement is true or false</li> </ul>	<p>KS2 History: Questions to ask: What do you know about the Roman army?</p> <p>KS2 Literacy: Oracy: Public speaking, developing and explaining their ideas.</p> <p>KS2 History: Historical Enquiry: Pupils should be given opportunities to use a wide range of resources, e.g. visual sources.</p>	<ul style="list-style-type: none"> <li>- True or false slips</li> <li>- Power point slide showing a legionary for in the background</li> <li>- Powerpoint slides for each statement</li> </ul>
15 mins	The Roman Soldier	<ul style="list-style-type: none"> <li>- Discuss the soldiers in the army and the equipment that they used</li> <li>- Give every pupil a work sheet asking them to name the equipment each Roman soldier carried</li> <li>- Pupils who finish this activity quickly can complete the next activity on the sheet</li> <li>- Whole class: bring pupils to the front to name the equipment of the soldier on the board and why they had it. Ask some pupils to read out what they think is good about Roman soldiers.</li> </ul>	<p>KS2 History: Historical enquiry: ask and answer relevant questions about the past</p>	<ul style="list-style-type: none"> <li>- Powerpoint with pictures of a soldier</li> <li>- A4 work sheet with a legionary at the centre. Lines coming off each part of his equipment with a space to name it. Box with the names of the equipment at the bottom of page.</li> <li>- Power point slides with the blank soldier then with all of the labels</li> </ul>
20 mins	Make a Roman sandal	<ul style="list-style-type: none"> <li>- Explain why Roman soldiers built roads, and the importance of transporting large bodies of men and thus the importance of good footwear</li> <li>- Pupils will then follow instructions provided to</li> </ul>	<p>KS2 Art Craft and Design: Skills ladder creative development: Assemble and rearrange given material, ingredients and components in different ways to</p>	<ul style="list-style-type: none"> <li>- PowerPoint slide in background</li> <li>- Coloured paper/card (teachers could go in with strips of the</li> </ul>

		<p>make a paper Roman sandal.</p> <ul style="list-style-type: none"> <li>- OR you can do some marching at this point.</li> </ul>	<p>make simple constructions and products</p>	<p>card already cut out)</p> <ul style="list-style-type: none"> <li>- Instruction sheet of how to make the sandal</li> </ul>
5 mins	Plenary	<ul style="list-style-type: none"> <li>- Carousel around the class asking for examples of what they have learnt and what they found most interesting</li> <li>- Recap the lesson</li> <li>- Explain and hand out homework.</li> </ul>	<p>KS2 History: Organisation and communication: select, record, and organise historical information</p> <p>KS2 Literacy: Oracy: Public speaking, developing and explaining their ideas.</p>	<ul style="list-style-type: none"> <li>- Plain paper</li> <li>- PowerPoint slide in the background</li> </ul>
	Homework	<ul style="list-style-type: none"> <li>- Homework sheet based around the Vindolanda tablets. The pupil has to put him/herself in the shoes of a Roman soldier posted to Hadrian's Wall and complete sentences by picking the word most appropriate for the Roman view point.</li> </ul>	<p>KS2 History: Historical Enquiry: Ask and answer relevant questions through creative design and reflect on their findings and knowledge.</p>	<ul style="list-style-type: none"> <li>- A4 sheet of homework.</li> </ul>

## National Literacy and Numeracy Framework for years 3/4

### 1. Oracy

	Year 3 Learners are able to:	Year 4 Learners are able to:
Speaking	<ul style="list-style-type: none"> <li>- <b>Explain information and ideas using relevant vocabulary</b></li> <li>- <b>Organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i></b></li> <li>- Speak clearly, varying expression to help listeners</li> <li>- Use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i></li> <li>- Keep in role and support others in role play</li> <li>- Welsh medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i></li> </ul>	<ul style="list-style-type: none"> <li>- Explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i></li> <li>- Organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i></li> <li>- Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group</li> <li>- Explore different situations through role play</li> <li>- Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i></li> </ul>
Listening	<ul style="list-style-type: none"> <li>- <b>Listen carefully and make connections between what they are learning and what they already know</b></li> <li>- <b>Check understanding by asking relevant questions or making relevant comments</b></li> </ul>	<ul style="list-style-type: none"> <li>- Listen carefully to presentations and show understanding of main points</li> <li>- <b>After listening, respond, giving views on what the speaker has said</b></li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>- <b>Contribute to group discussion,</b></li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to group discussion and</li> </ul>

and discussion	<b>sharing ideas and information</b> - Use talk purposefully to complete a task in a group	help everyone take part - <b>Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic</b>
----------------	---	---

## 2. Reading

	Year 3 Learners are able to:	Year 4 Learners are able to:
Reading Strategies	<ul style="list-style-type: none"> <li>- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li> <li>- <b>Read short information texts independently with concentration</b></li> <li>- <b>Read aloud using punctuation to aid expression</b></li> <li>- Skim to gain an overview of a text, <i>e.g. topic, purpose</i></li> <li>- Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>- Use visual clues, <i>e.g. illustration, photographs, diagrams and charts</i>, to enhance understanding</li> <li>- Identify different purposes of texts, <i>e.g. to inform, instruct explain</i></li> <li>- Identify how texts are organised,</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li> <li>- <b>Read texts, including those with few visual clues, independently with concentration</b></li> <li>- Use understanding of sentence structure and punctuation to make meaning</li> <li>- <b>Skim to gain the gist of a text or the main idea in a chapter</b></li> <li>- <b>Scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words</b></li> <li>- Identify how texts differ in purpose, structure and layout</li> <li>- Find information and ideas from</li> </ul>

	<p><i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i></p> <ul style="list-style-type: none"> <li>- Locate information on web pages using screen features, <i>e.g. toolbars, side bars, headings, arrows</i></li> </ul>	<p>web pages, using different search methods, considering which are the most efficient methods</p>
Comprehension	<ul style="list-style-type: none"> <li>- <b>Accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text</b></li> <li>- <b>Deduce ideas and information by linking explicit statements, e.g. cause and effect</b></li> <li>- Take an interest in information beyond their personal experience</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately identify the main points and supporting information in texts</li> <li>- Deduce connections between information, <i>e.g. sequence, importance</i></li> <li>- <b>Explore information and ideas beyond their personal experience</b></li> </ul>
Response and analysis	<ul style="list-style-type: none"> <li>- Use information from texts in their discussion or writing</li> <li>- <b>Make links between what they read and what they already know and believe about the topic</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Select and use information and ideas from texts</b></li> <li>- Understand how something can be represented in different ways, <i>e.g. moving image, multi-modal and print.</i></li> </ul>

### 3. Writing

	Year 3 Learners are able to:	Year 4 Learners are able to:
Meaning, purposes, readers	<ul style="list-style-type: none"> <li>- Write for different purposes and readers choosing words for variety and interest</li> <li>- <b>Include relevant details, information or observations in their writing</b></li> <li>- Note down ideas to use in writing</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt what they write to the purpose and reader, choosing words appropriately, <i>e.g. descriptive, persuasive language</i></li> <li>- <b>Explain main idea(s) with supporting details, including observations and explanations</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Use on-screen functions, <i>e.g. font, colour, cut, paste, size</i>, to present their work in ways to interest the reader and enhance meaning</li> <li>- Review and improve sections of their work</li> </ul>	<p><b>where relevant</b></p> <ul style="list-style-type: none"> <li>- Gather ideas to plan writing</li> <li>- Explore and use appropriately the different forms of writing on-screen to interact with others, <i>e.g. websites, e-mails, blogs</i></li> <li>- Improve writing, checking for clarity and organisation</li> </ul>
Structure and organisation	<ul style="list-style-type: none"> <li>- Use a basic structure for writing</li> <li>- Write using an introduction to the topic and a conclusion</li> <li>- Present processes, event or reports in a clear sequence</li> <li>- Use visual information if relevant, <i>e.g. labelled diagrams</i></li> </ul>	<ul style="list-style-type: none"> <li>- Use specific structures in writing, <i>e.g. tables, questionnaires</i></li> <li>- Write an introduction, develop a series of ideas and a conclusion</li> <li>- Organise writing into logical sequences or sections by beginning to use paragraphs</li> <li>- Use visual information, <i>e.g. illustrations, diagrams and graphs</i> which are clear and relevant to the written text</li> </ul>
Language	<ul style="list-style-type: none"> <li>- Use language appropriate to writing, including standard forms of English</li> <li>- Use vocabulary related to the topic or subject context</li> </ul>	<ul style="list-style-type: none"> <li>- Use language appropriate to writing, including standard forms of English</li> <li>- Use subject-specific vocabulary independently</li> </ul>
Grammar, punctuation, spelling, handwriting	<ul style="list-style-type: none"> <li>- Start sentences in a variety of ways</li> <li>- Use adjectives and adverbs to expand simple sentences and phrases</li> <li>- Use connectives for causation and consequence, <i>e.g. because, after</i></li> <li>- Use full stops, question marks, exclamation marks and commas for lists</li> </ul>	<ul style="list-style-type: none"> <li>- Vary the order of words, phrases and clauses in sentences</li> <li>- Use adjectival and adverbial phrases to add interest and precision</li> <li>- Use connectives to show links within sentences</li> <li>- Use punctuation to demarcate sentences and begin to use speech</li> </ul>

	<ul style="list-style-type: none"> <li>- Spell plural forms, <i>e.g. -s, -es-, -ies</i></li> <li>- Use past tense of verbs consistently, <i>e.g. consistent consonant doubling before -ed</i></li> <li>- Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, <i>e.g. most common polysyllabic words</i></li> <li>- Spell all high-frequency words correctly</li> <li>- Produce legible handwriting and present work appropriately joining letters in some words</li> <li>- Welsh-medium statement: use the standard forms of the verb as relevant to the context</li> <li>- Welsh-medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i></li> </ul>	<ul style="list-style-type: none"> <li>marks, commas to mark clauses and phrases, and apostrophes for omission</li> <li>- Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, <i>e.g. words with more complex patterns</i></li> <li>- Produce handwriting which is clear and legible and may be cursive</li> <li>- Welsh-medium statement: use the standard form of a variety of verbs, <i>e.g. present, past and negative forms</i></li> <li>- Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i></li> <li>- Welsh-medium statement: spell an increasing number of plural forms correctly in context, <i>e.g. -iau, -u</i></li> </ul>
--	---	---