

# How has the past communicated to us?

Romans

# How is the past communicated to us?

## Mini-outcome

1



Children will understand how the physical geography of a location influences human activity. They will be able to use this knowledge to 'broadcast' a news report which shows why Romans settled in Pompeii despite the dangers Vesuvius posed.

## Mini-outcome

2



Children to create their own mosaic tile design and critique this. Incorporating an aspect of roman life in their design, children to choose what they will base it on, linking to their learning about Roman life.

## Mini-outcome

3



A non-chronological report detailing many aspects of the Roman Empire, including home life (the role of men, women and children), the army, beliefs and conquered lands.

# Mini outcome 1

- We created a news report on how the physical geography of a location influences the human activity.
- We also reported on why Romans still settled in Pompeii despite the dangers of Vesuvius.



Untagged



Adam Sarissky, Anna is the b...



Cute girl Mariana, Juliana Ilko...



Hashir Kamran

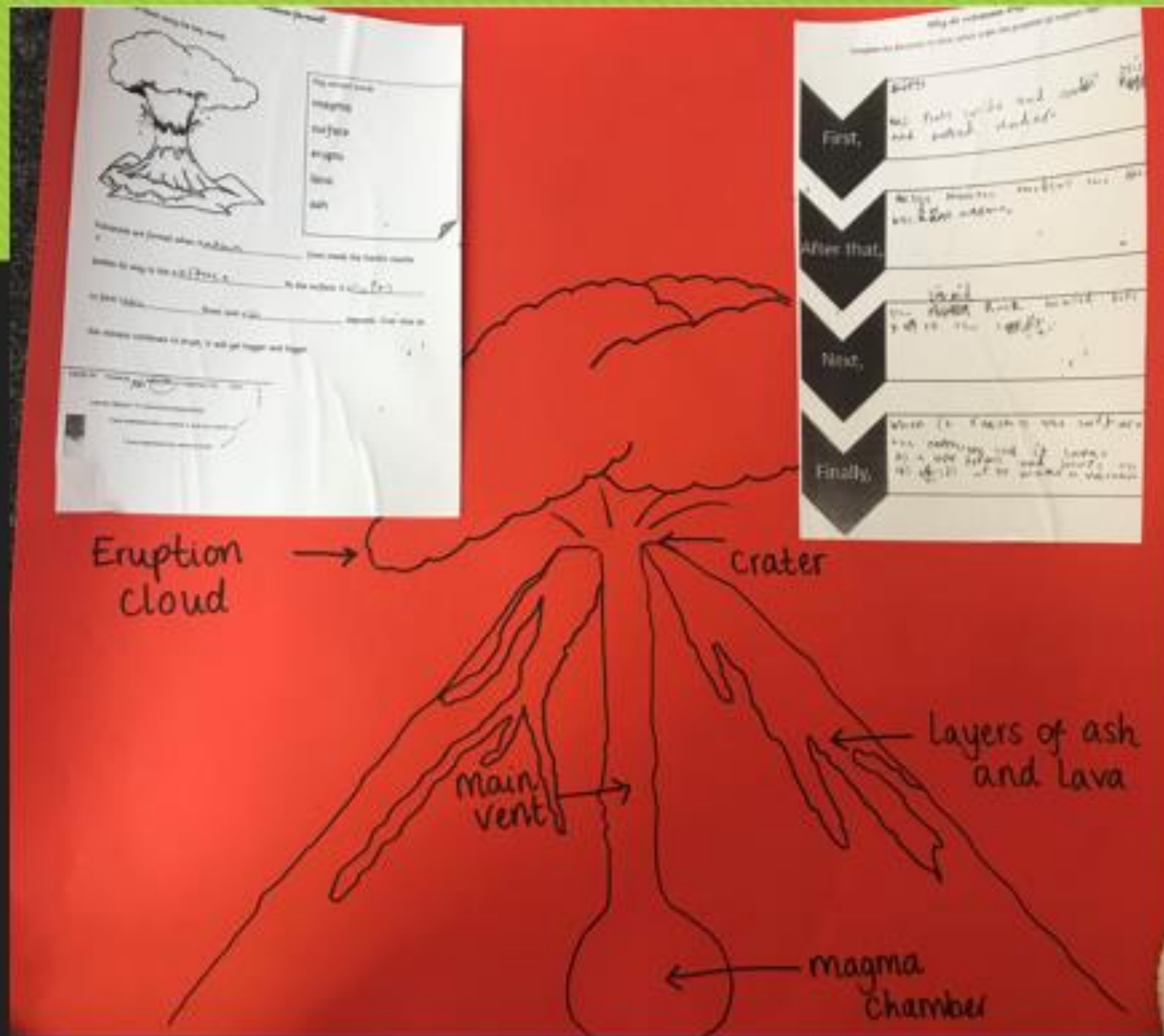


Jasmina Gaziova, Muqaddas ...



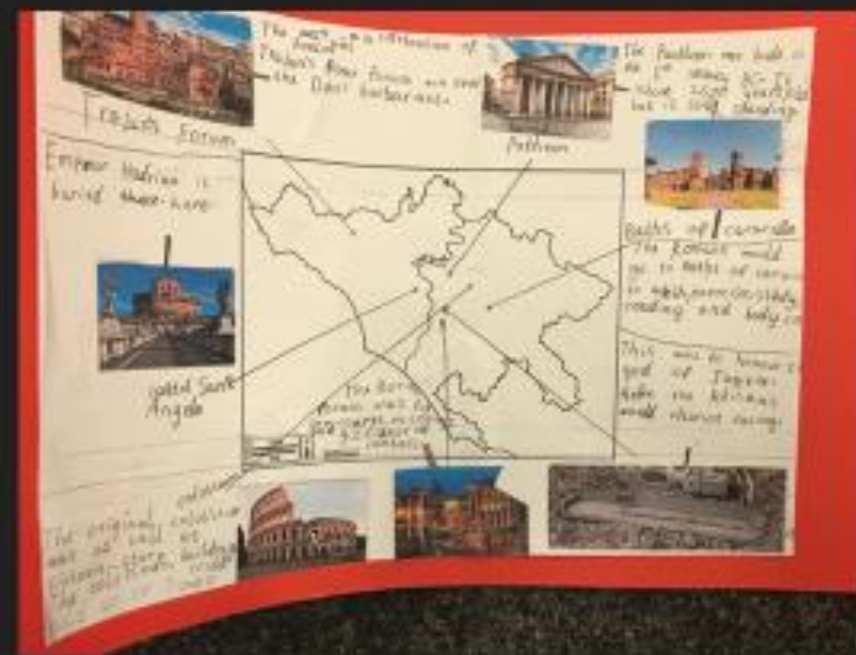
# Geography

- We looked why do volcanoes form and how do they erupt.



# Geography

- In geography we also looked at the physical features of Italy. Then, we learnt about famous landmarks in Rome and their purposes. After, we found out why the Romans conquered the different lands.





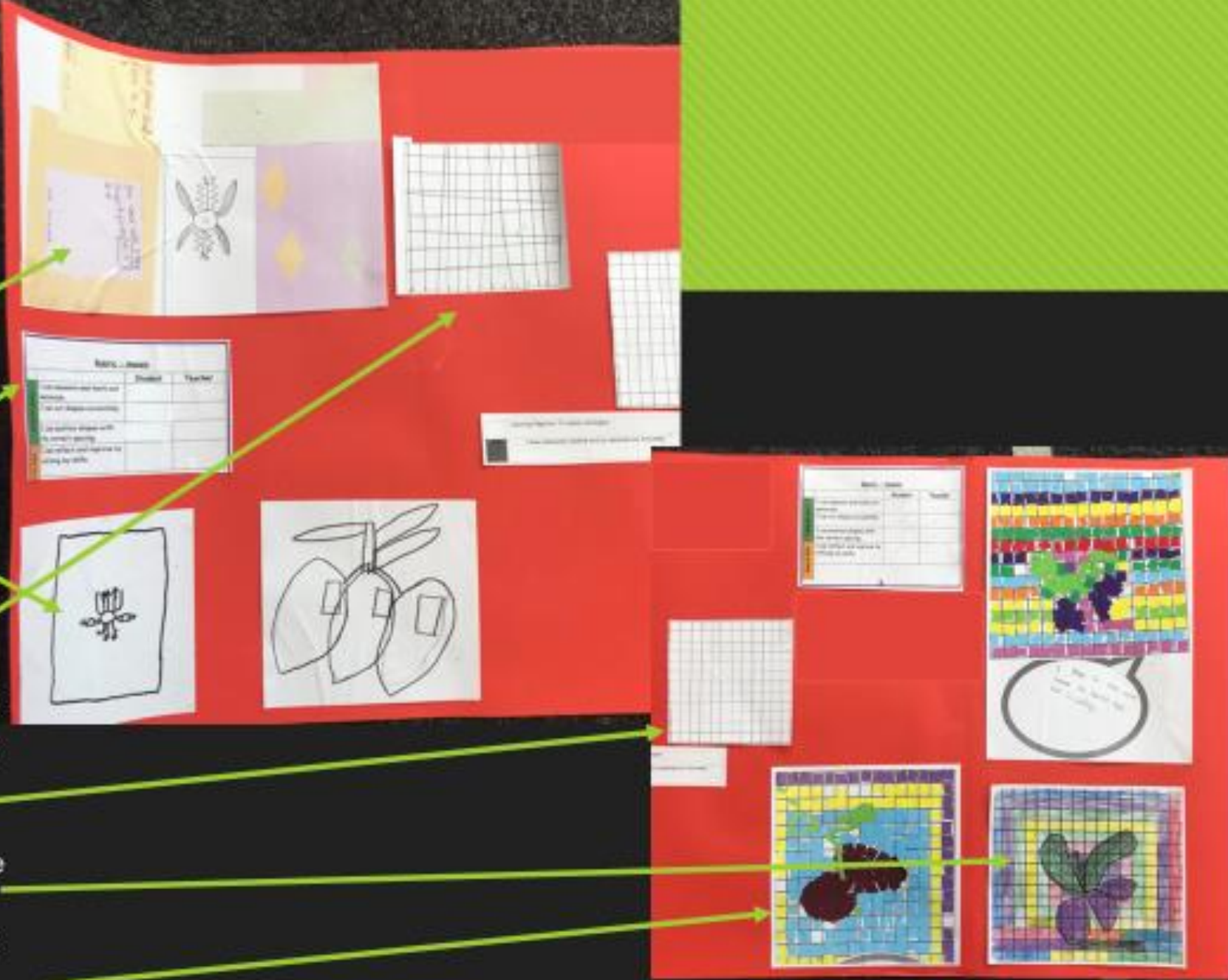
# Mini outcome 3

- In art to create a mosaic tile drawing on an aspect of the Roman life.



# Art

- We looked at some mosaics and produced a cold draft.
- We came up with a rubric after looking at the wagol.
- We drew a simplified version of the mosaics in pencil and went over them in pen.
- To be able to cut and measure accurately the mosaic tiles we practiced marking out 1cm squares
- We then repeated this skill to ensure we could master the technique before cutting the real ones.
- We transferred our drawing onto the square grid and coloured them in.
- Then, we measured and cut out the coloured strips of paper and arranged them into the pattern.





# Mini outcome 3

- In English we wrote a non-chronological report about the Romans.

All about Rome

Introduction

Did you know that around 2000 years ago Rome was the most powerful empire in the world? Rome began around 1000 BC as a village of mud-brick huts but grew into a great city.

Roman homes

Did you know? The first Roman houses were built out of wood. Some public buildings and wealthy homes had a heating system called hypocaust. Hot air from a fire tunnelled by a slave passed through spaces under the floor and up the walls to keep the room warm. They have had a pool but it wasn't just for swimming!

Roman army

Did you know that the Roman soldier or the legionary was the backbone of the army? and this means that if they didn't have a strong backbone their army would be weak? Around 2000 years ago Rome and its army was the strongest empire in the world.

Roman Britain

Did you know? Romans were in Britain from 55 BC to AD 406? Just over 1,000 years. Queen Boudicca was a Celtic queen who fought against the Romans because she wanted to keep her land. The Roman rule ended but their roads still exist today.



# English

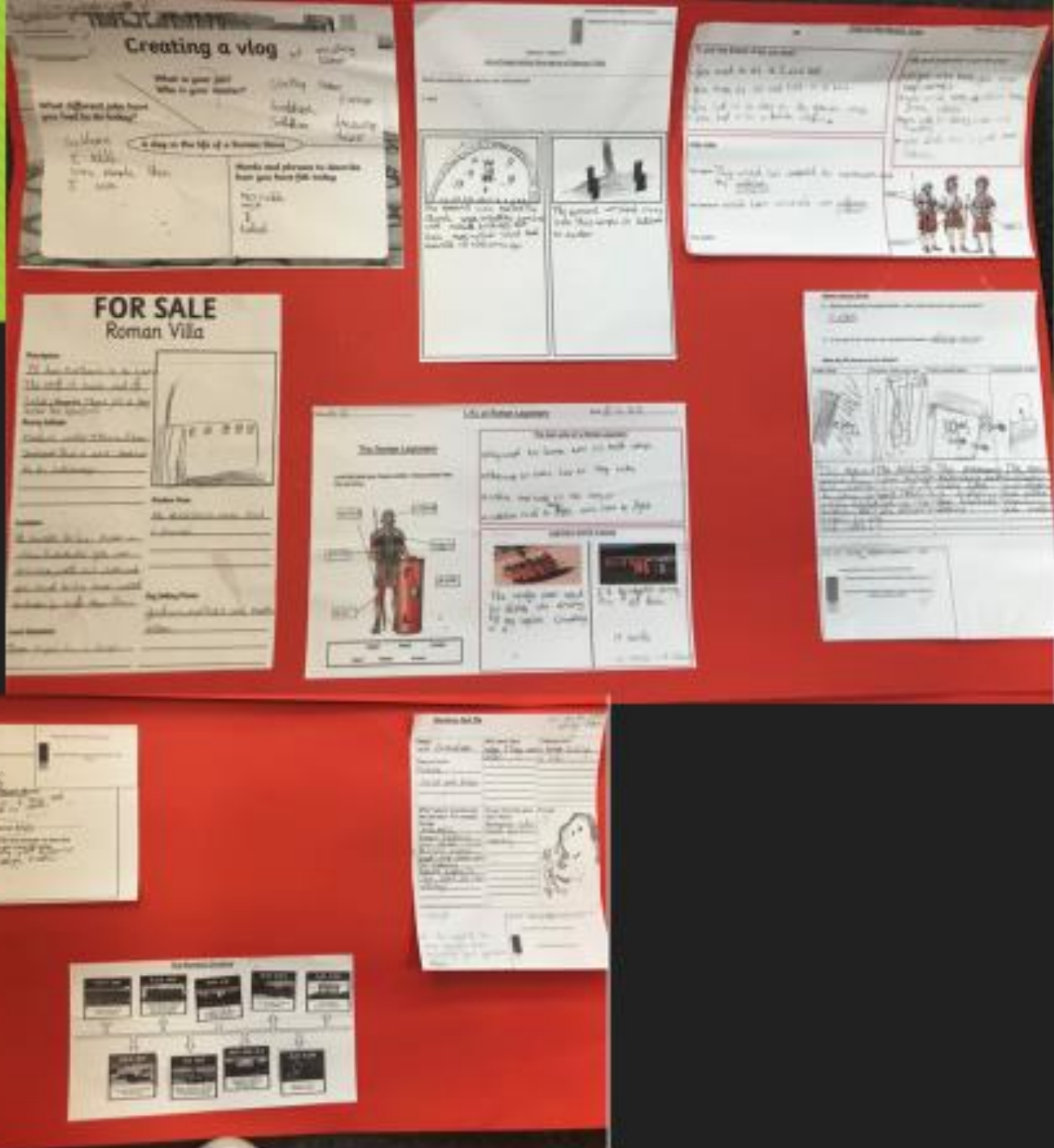
- First, we looked at a wagol and annotated the features.
- Using the wagol features we came up with a rubric to help us reflect and use when writing our own.
- We had to researched about the Romans in expert groups and shared our learning.
- Once we had all the information we wrote a paragraph which then got critiqued.
- Using the warm and cold feedback we wrote the remaining paragraphs about the Romans.

The collage displays five pieces of student work on a red background, with green arrows pointing from the text on the left to each item:

- Wagol:** A handwritten document with a diagram and text, annotated with circles and arrows.
- Rubric:** A table titled "Co-created rubric - peer review" with columns for "What I need to do", "My comment", and "My teacher's comment". It includes criteria like "I can identify the main idea", "I can identify the supporting details", "I can identify the main characters", "I can identify the main events", and "I can identify the main setting".
- Introduction:** A handwritten page titled "Introduction" with the text: "Did you know that around 2000 years ago, Rome was the most powerful empire in the world? It was a time when the world was full of people and things that we don't see today." It also includes a small drawing of a Roman soldier.
- Paragraph:** A handwritten paragraph titled "Introduction" that reads: "The first Roman house was built out of mud and the Roman house had rooms to decorate their heavy but poor people had a small table with a chair in front and a small table with a chair in front." Below it is another paragraph: "The first Roman house was built out of mud and the Roman house had rooms to decorate their heavy but poor people had a small table with a chair in front." It also includes a small drawing of a Roman house.
- Feedback Card:** A handwritten card titled "Editor's Action" with the text: "Be kind Be specific Be helpful". It has two boxes: "Warm Feedback" with a star and "Cold Feedback" with a checkmark.

# History

- In history we looked at being Roman slaves, selling roman houses, life before Pompeii eruption and after. The life of a soldier and army.
- We also learnt about what the Romans brought to Britain and what we still use today.
- We then looked at the significant events in order of time and who Boudicca was.





# Exhibition



- Finally, we presented our learning to the Y4 children.
- The Y4 children said they enjoyed revisiting the Romans and they had lots of great inquisitive questions for the Y3 children to answer.

