

# Our Curriculum of Hope



## Twineham CofE School

Nurture Togetherness Resilience Creativity



Outcomes	Texts	Curriculum intent
<ul style="list-style-type: none"> <li>- Write own narrative version of Escape from Pompeii and decide how they choose to present their story.</li> <li>- Create their own moving toy using cam mechanisms.</li> <li>- Class trip to Fishbourne Roman Palace.</li> </ul>	The Romans, Gods and Emperors - Marcia Williams Romans on the rampage – Jeremy Strong Escape from Pompeii - Christina Balit Non-fiction: Ancient Rome You wouldn't want to be a Roman Gladiator Romans wore togas We are Romans	In this topic, children will build upon their prior knowledge of the Stone Age. Children will develop their chronological understanding of significant periods from the past. We will explore key developments during the Roman period and understand of how these events from the past still have an impact on the world today.
Key vocabulary	Year 3 and 4: Willow Class (Summer 2023)	Our School Values
Roman, empire, Pompeii, volcano, gladiator, mosaic, Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga, Julius Caesar, Augustus Caesar, Mark Antony.	<p style="text-align: center;"><b>Inquiry Question: What did the Romans ever do for us?</b></p> <p style="text-align: center;"><b>Concept: Legacies</b></p>	<p><b>Nurture:</b> Keeping safe and managing risks through RSHE.</p> <p><b>Togetherness:</b> Working together with the whole school to create a coronation banquet.</p> <p><b>Resilience:</b> How did the Romans demonstrate resilience?</p> <p><b>Creativity:</b> How can we share our new learning in different ways?</p>

<b>Credibility:</b> what will we learn?	<b>Creativity:</b> how will we show our understanding in multiple ways?	<b>Coherence:</b> connections to past and future learning	<b>Compassion:</b> empathy and understanding	<b>Community:</b> local, national and global links
<ul style="list-style-type: none"> <li>- <b>Science:</b> Eating and digestion.</li> <li>- <b>RE:</b> What do Christians mean when they talk about the Kingdom of God?</li> <li>- <b>DT:</b> Using tools safely</li> <li>- <b>History:</b> Significant events during the Roman Empire.</li> <li>- <b>Year 3 Maths:</b> Mass and capacity, fractions, money, time, angles, shapes and data.</li> <li>- <b>Year 4 maths:</b> decimals, money, shape.</li> <li>- <b>Art:</b> Roman art</li> <li>- <b>RSHE:</b> Drugs, alcohol and tobacco, keeping safe and managing risks, hygiene and protecting your health.</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative writing</li> <li>- Recount writing</li> <li>- Create a moving toy</li> <li>- Roman mosaic</li> <li>- Exploring texts through drama</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about the chronology of historical events and where the Roman period occurred in relation to the Stone Age.</li> <li>- Explore how civilisation had developed since the Stone Age.</li> <li>- Develop narrative writing from the Autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>- Offering a safe space for children to discuss issues relating to relationships, health and sex education.</li> <li>- Understand what life was like for people during the Roman Empire.</li> <li>- Exploring aspects of Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to a whole school banquet to celebrate the King's coronation.</li> <li>- Learn basic phrases in French and explore the French culture.</li> </ul>