

Girton Glebe Primary School Curriculum Organiser

Key Skills History skills

Sequence dates and information from several historical periods on a timeline.

Ask well composed historical questions about aspects of everyday life in ancient periods.

Make deductions and draw conclusions about the reliability of a historical source or artefact.

Describe the hierarchy and different roles in past civilisations.

Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.

Explain the cause and effect of a significant historical event.

Describe the significance and impact of power struggles on Britain. Make deductions and draw conclusions about the reliability of a historical source or artefact.

Emperors & Empires The Battle for Britain



Key Vocabulary

Absolute power	Empire	Invasion	Romanise
Londinium	Britannia	Boudicca	Hadrian's wall
Roman citizen	Romano-British culture	Aqueduct	Hypocaust

Key Knowledge Ancient History

Ruling Rome & Emperors

Ancient Rome was ruled in three different ways; as a kingdom (753–509 BC), as a republic (509–27 BC) and as an empire (27 BC–AD 476). Roman emperors had absolute power.

The Empire & the army

The Roman army conquered countries all around the Mediterranean Sea. It was at its largest between AD 117 and AD 200. The Roman army was well structured, had a clear hierarchy, was led by high ranking officers and ordinary soldiers were expected to follow commands and keep an oath to the emperor. All soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting.

Romanisation of Britain

Julius Caesar invaded Britain in 55 /54 BC, but was unsuccessful. Emperor Claudius successfully conquered Britain in AD 43. The Roman army spent many years, conquering Britain. Caledonia (Scotland) and Hibernia (Ireland) were never conquered. Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61.

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<p>English: In English, we will start by completing a unit on newspaper reports, using the eruption of Mount Vesuvius as a focus. Following on from this, the children will looking at diary writing using 'The Journey of Iliona- A Young Slave' by Richard Platt.</p> <p><i>In writing, we will focus on:</i></p> <ul style="list-style-type: none"> • Using subordinating and coordinating conjunctions to create complex and compound sentences. • Using titles and sub-heading to aid structure, coherence and presentation. • Using conjunctions, adverbs and prepositions to express place and cause. • Using prefixes. • Learning to read and write independently in all areas of the curriculum. 	<p>Science: This half term we will be learning about plants:</p> <p><i>During this topic we will cover the following skills:</i></p> <ul style="list-style-type: none"> • Recognising that flowering plants all have roots, a stem or trunk, but not all flowering plants look the same. • Recognising the requirements for life and growth. • Understanding the water transportation process in plants. • Understanding pollination in flowering plants. • Exploring seed dispersal. 	<p>Maths: This half term we shall be covering the following aspects of the maths curriculum:</p> <p><i>Fractions</i></p> <ul style="list-style-type: none"> • Finding equivalent fractions. • Adding and subtracting two or more fractions with the same denominator. • Answering questions in more than one way and comparing the efficiency of each method. <p><i>Mass and capacity</i></p> <ul style="list-style-type: none"> • Using scales and comparing • Adding and subtracting mass, capacity and volume • Measuring mass and capacity using scales • Finding equivalent capacities, volumes and masses
<p>Computing: This term our topic is iCommunicate.</p> <p><i>During this topic we will cover the following skills:</i></p>	<p>French: In French the children will study the unit 'Je me presente'.</p> <p><i>During this topic we will cover the following skills:</i></p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. 	<p>R.E: The topic this half-term will be Islam- Hajj.</p> <p><i>During this topic we will cover the following skills:</i></p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and world

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<ul style="list-style-type: none"> Podcasting, blogging, vlogging and broadcast channels. Pupils will look at the origins of these four areas before learning how to create their own. Digital networks such as the internet have made remote collaborations possible and very easy. 	<ul style="list-style-type: none"> Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. 	<p>views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.</p> <ul style="list-style-type: none"> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
	<p>Music: The topic this half-term will be Bringing Us Together.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Listening & appraising music from the Disco genre. <p>Broadening singing repertoire and extending singing skills both individually and as a whole class.</p>	<p>PE: In PE we will be focusing on athletics and tennis.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Show control, accuracy and consistency when running, throwing and jumping. To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. Take up space and positions that make it difficult for opponents. To develop hitting the ball using a forehand. To develop returning the ball using a forehand.
<p>Art/DT: In art/DT we will be designing and making our very own mosaics and scutums!</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Designing a Roman mosaic. Discerning which tools and materials are best suited for the project. 	<p>PSHE: In PSHE we will be thinking about Relationships.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> Family roles and responsibilities. Friendships and negotiation. Being aware of how choices affect others. 	