

# KEY VOCABULARY

## ☰ Tier 2 multiple meaning or high frequency

previously	what came before
conquered	take control by force
rebellion	opposing a ruler or government, often by force
luxurious	expensive, elegant
culture	the ideas, arts and behaviour of a society
settlement	a place where people set up a community

## ☰ Tier 3 subject specific

amphitheatre	round building made up of seating tiers around a central area
emperor	the ruler of an empire
aqueducts	channels for carrying water across land
invasion	entering a country with the intent of conquering
barbarian	uncivilised person (historically a person who isn't Greek, Roman or Christian)
forum	a meeting to exchange views (in Roman times a square where public business was done)

Year 3 / 4 Summer 1 2023  
The Roman Empire and its  
Impact on Britain



**CURRICULUM**  
**ENHANCER**  
Colchester Roman Tour

In **computing**, we are learning about programme repetition in shapes.

In **music**, we are learning to create music inspired by colour and art. We will be learning about timbre, dynamics, rhythm, texture, suite and graphic scores.

As **historians**, we will be building on from our knowledge of the Iron Age and asking, who were the Romans? We will investigate about what it was like to live in Rome and find out about when the Romans invaded Britain. We will also build on from our learning in KS1 about Boudicca and learn about other people that resisted the Romans. Our study will encourage us to think about what impact the Roman Empire had on Britain.



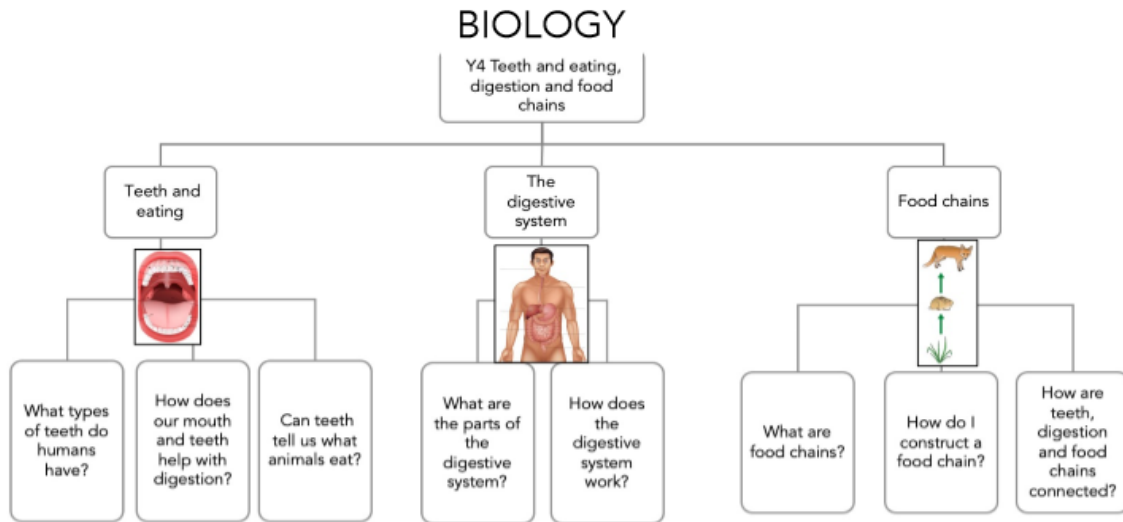
## **PSHE: Managing Safety and Risk**

In this unit, we will learn about how to stay safe around roads and water; describe ways you could safely act in an emergency; carry out a simple first aid procedure; explain ways to prevent accidents in familiar settings

As **scientists**, we will be learning what teeth humans have and their functions, how do our teeth and mouth help digestion and what can teeth tell us what animals eat.

In **PE**, we will be learning about cricket and athletics.

As **artists**, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement. We will be studying the artist Alberto Giacometti



*Man Pointing*  
by Alberto Giacometti (1947)

**LKS2 Why do Christians believe they are 'people on a mission'?**

**Prior learning:**

Christians are followers of Jesus, the **saviour** of the world. He died but came back to life.

A cross reminds Christians of his sacrifice, but is also a sign of commitment and God's love.

Jesus told parables to teach about God's Kingdom and the right way to live. Christians serve others as a response to being saved.

God offers us forgiveness.

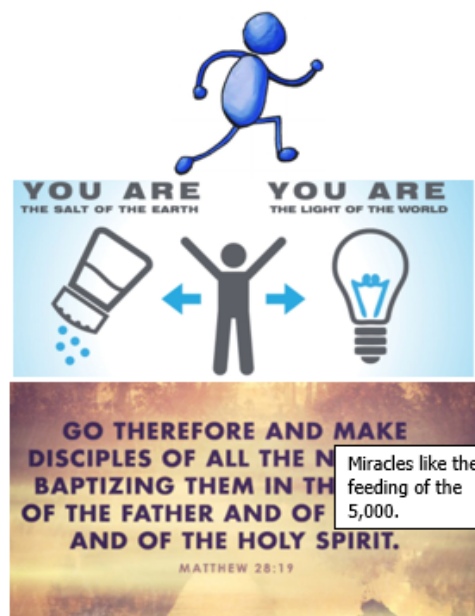
The Holy Spirit reminds Christians God is always with them.

**What should we know?**

Remember every Christian is called by God to be a good influence on the world around them.

**Christians believe:**

- Jesus told his followers to be salt and light in the world.
- Like salt, Christians should encourage what is good in the world.
- Like light, Christians should shine so people can see God in them.
- Jesus gave his followers the job of spreading his message around the world. This is the Great Commission.
- The Holy Spirit gives Christians strength for this task.



**What should we be able to do?**

*Describe how Jesus' words about salt and light influence a Christian.*

*Describe some things churches typically do as part of their mission to love God and love their neighbour.*

*Describe what a Christian believes about the Holy Spirit and how he empowers Christians to make a difference in the world.*

In **French**, we will be learning about travel and weather.