



Churchill Park School

Mid Term Plan – Key Stage 3 Yr 7/8 - Food and Festivals

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|---------|--|--|--|--|--|
| History | <p>Objective: To learn about the features and building materials of Roman houses. To learn where major Roman cities were and locate them on a map.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S9 Identify one difference between old and new objects. S10 Identify different types of homes. Extension: Think about homes in the past. Find common features of homes by identifying differences between present and past. LOtC: Try building a Roman house or building on the playground. SMSC: Work collaboratively as a team to build a house. (Use the lego therapy idea?) Using IT: Use interactive websites to give a tour around houses and cities. Suggested Activities:</p> <ul style="list-style-type: none"> http://www.startwithabook.org/content/pdfs/RomanVilla.pdf | <p>Objective: To learn what the Romans ate and drank and why.</p> <p>Success Criteria: Support: S7 Communicate about events and objects from the past using simple phrases. Core: S9 Describe objects in simple terms. Extension: S13 Show some knowledge of people studied. LOtC: Try holding a Roman banquet outside. SMSC: Work together to prepare the banquet. Role play people with different status. Using IT: Use the iPad to take photos/video your banquet. Suggested Activities:</p> <ul style="list-style-type: none"> Prepare and hold a Roman banquet. Research what foods were available to all Romans Compare modern and Roman food and drink | <p>Objective: To learn about Roman society, how it was organized and what people did.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S9 Communicate knowledge pictorially. Extension: S13 Show some knowledge of people studied. LOtC: Try an outside job that a Roman citizen would have done. SMSC: Consider how each type of person felt, who would you be within Roman society and why? Using IT: Use the iPad to take photos/video your role playing/acting. Suggested Activities:</p> <ul style="list-style-type: none"> Role play a day in the life of different people within Roman society, The Emperor, a Patrician family, a senator, an equestrian, a Plebeian, a freed slave and a slave. | <p>Objective: To learn about Roman economy and trade.</p> <p>Success Criteria: Support: S7 Communicate about events and objects from the past using simple phrases. Core: S9 Communicate knowledge pictorially. Extension: S13 Show some knowledge of people studied. LOtC: Hold a Roman market. SMSC: Work together in small groups to research trade within the Roman empire. Using IT: Use the iPad to take photos and video the activities. Suggested Activities:</p> <ul style="list-style-type: none"> Research what the Romans used to trade, where did the materials come from? What did they make and how? Using a large scale map, plot the most used trade routes, annotate with symbols. Practice weaving to make cloth or making clay pots Research roman money, link to the Roman coins found at Park Farm. Make Roman coins | <p>Objective: To learn the names of Roman Gods and Goddesses and what they did.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S9 Describe objects in simple terms. Extension: S13 Show some knowledge of people studied. LOtC: Build a Roman temple. SMSC: Consider what it would be like to worship more than one God. Using IT: Use the internet to research Gods and Goddesses. Suggested Activities:</p> <ul style="list-style-type: none"> Identify Jupiter, Neptune, Mars, Venus, Diana, Minerva, Uranus, Cupid, Apollo, Pluto, Saturn, Janus, Mercury, Ceres, Vulcan and Vesta. Dress up as your favourite God or Goddess Make videos describing the God or Goddess then use the videos as clues for a quiz. |
| | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| | <p>Objective: To learn about Roman soldiers and how the Roman army was organized.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S9 Communicate knowledge pictorially. Extension: S13 Show some knowledge of people studied. LOtC: Try on Roman armour and march around around school. SMSC: Role play the different roles within the army consider how the soldiers felt being away from home for years at a time. Using IT: Use the iPad to take photos and videos. Use the internet to research the soldiers and how the Armies moved and were organized. Suggested Activities:</p> <ul style="list-style-type: none"> Role play the different roles that there were within the Roman Army Make Roman helmets, shields and weapons Try acting out attack formations Try the food that the soldiers would have eaten. Trying marching carrying a similar weight to the soldiers' armour. | <p>Objective: To learn about the Romans in Britain.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S9 Communicate knowledge pictorially. Extension: S13 Show some knowledge of people studied. LOtC: Trying acting out living in Roman Britain. SMSC: Consider how the Britain's felt when they were invaded by the Romans. Using IT: Use the internet for research. Suggested Activities:</p> <ul style="list-style-type: none"> Compare Britain before and after the Romans. Research any wars or battles between the Romans and Britains. | <p>Objective: To learn about the Roman empire, how far did it reach?</p> <p>Success Criteria: Support: S7 Communicate about events and objects from the past using simple phrases Core: S9 Communicate knowledge pictorially. Extension: S13 Show some knowledge of people studied. LOtC: SMSC: Consider how the Romans felt when they travelled to the Using IT: Use the internet for research. Suggested Activities:</p> <ul style="list-style-type: none"> Research the countries that were part of the Roman Empire Divide into pairs or small groups to work together to make a presentation or poster about a country or couple of countries. Annotate a world map, colour accordingly. | <p>Objective: To learn who Julius Caesar was and why he was so important.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S11 Answers questions about a historical story. Extension: S13 Describes a person in some detail. LOtC: Role play being Caesar, including his assassination (stabbing) by Brutus and Cassius SMSC: How would Caesar have felt being betrayed by his senators? Using IT: Research Caesar's life on the internet. Watch videos of people acting out famous scenes and speeches. Suggested Activities:</p> <ul style="list-style-type: none"> Dress up in Roman clothing such as togas Try reciting parts of Caesar's speeches. | <p>Objective: To learn who Boudicca was and why she was important.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S11 Answers questions about a historical story. Extension: S13 Describes a person in some detail. LOtC: Role play Boudicca's battles. SMSC: Consider how Boudicca's warriors felt fhaving a female leader? Did this have an impact on the battles she fought? Using IT: Research her life on the internet. Suggested Activities:</p> <ul style="list-style-type: none"> Act out some battles fought by Boudicca. Paint your faces like her warriors. Plot on a map where the battles were. |



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| Week 11 | Week 12 | | | Suggested Home Learning |
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| <p>Objective: To learn about Romulus and Remus and why they are important in world history.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S11 Answers questions about a historical story. Extension: S13 Show some knowledge of people studied. LOtC: Act out the story in costume. SMSC: Consider what it would be like having 2 rulers of 1 empire? What are the pros and cons? Would 2 brothers share power equally? Using IT: Use the iPad to take photos of each scene.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Design a Roman senate, consider building materials and what it should look like. • Create a cartoon storyboard of the story. | <p>Objective: To learn what happened in Pompeii in AD79.</p> <p>Success Criteria: Support: S7 Listen to and respond to stories about people and events from the past. Core: S11 Answers questions about a historical story. Extension: S13 Show some knowledge of people studied. LOtC: Choose an area around school or in a classroom, create a before and after shot of a volcanic eruption. SMSC: How would you feel if you experienced a natural disaster? Using IT: Use interactive websites to see what life was like in Pompeii.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Recreate a volcanic eruption as accurately as you can, what damage would be caused and how could we make it right afterwards. • What and who would survive? • Consider if life would be easier or harder after a disaster • What evidence do we have now that the disaster at Pompeii happened? | | | |