

## Medium term plan



**Subject: Project**

**Unit: The Enemy Within**

<b>Synopsis</b>	
<p>Students will have the opportunity to study life in the times of the Roman Empire and how this impacted on the lives of many people in Britain. Students will carry out a historical enquiry based around the year 44BC – studying the events leading up to, and following, the murder of Julius Caesar. Students will create one or more technical piece of work using DT skills, for instance jewellery or military armour. They will learn about the expansion and dissolution of the Roman empire. They will be able to confidently debate whether or not Roman life had any impact on our society today. Drama will be used as a major teaching tool in this project to explore the Roman theatres, the Senate, and the murder itself. By the end of the project, groups will have produced a drama scene to reflect their new knowledge and understanding of this era and a creative piece of designed work.</p>	
<b>Key content – knowledge and skills</b>	<b>National Curriculum aims and subject content descriptors</b>
<p><b>History:</b> To know and understand significant aspects of the Roman Empire including its rise and fall. To use enquiry skills to work out the connections between Roman inventions and practices and the world we live in now. To gather detailed evidence around Julius Caesar's rise to power and his assassination.</p> <p><b>DT:</b> Students will design and make a product using skills and equipment in design technology (including CAD/CAM), e.g. Roman-style jewellery, army helmets and mosaics.</p> <p><b>Drama:</b> Improvise, rehearse and perform short drama scenes. Speak confidently and effectively; participate in formal and informal debates about this project; give short speeches and presentations, expressing ideas about the Roman Empire and its impact on our society now. Learn a selection of rhetorical techniques and identify how these are used in Shakespeare's <i>Julius Caesar</i> to present character.</p>	<p><b>History:</b> H1a2; H1a3; H1a4; H1a5; H1a6 H1sc6; H1sc7;</p> <p><b>DT:</b> DTa2 DTscD1; DTscD2; DTscD4; DTscD5; DTscE1; DTscE3; DTscE4; DTscM1</p> <p><b>Drama:</b> N/A</p>
<b>Key assessment points</b>	
<p>Week 3: Roman (Senate-style) debate            Week 4: Julius Caesar murder work: short essay, drama and assessed discussion            Week 6: DT products completed and evaluated</p>	
<b>Out of lesson learning</b>	
<p>Visit to Lullingstone villa at the start of the trip. Or visit to Roman amphitheatre in central London (Guildhall Art Gallery). Or the Museum of London. Parents/carers could be encouraged to visit Canterbury Roman Museum, Design Museum, Museum of Domestic Design &amp; Architecture. In-school drama workshop with outside practitioners.</p>	
<b>Resources</b>	
<p>Books about the Roman empire; video recording technology; materials to create jewellery; CAD/CAM machinery.</p>	
<b>Christian ethos</b>	
<p>Contrasts will be drawn between the Roman religion and Christianity, as well as discussion of the treatment of Christians in Ancient Rome, and the Christianisation of the empire.</p>	
<b>British values</b>	
<p>The values of the Roman empire should be compared and contrasted with those of modern Britain, and the cultural and political legacy of the Roman empire should be explored (key ideas: Rule of Law, Republic, Representation, Debate, Inequality, Slavery, Exploitation). Research, design and manufacture links to the role of enterprise in Britain today.</p>	

**Medium term plan**  
**Weekly overview**

Week	Focus
1	<p>Trip to Lullingstone villa/amphitheatre/Museum of London and begin investigation into Ancient Rome focused on its origins and the development from a small republic, the role of the army.</p> <p>Understand who the Romans were and what the Empire was.</p> <p>Explore what Roman jewellery and mosaic look like and to attempt to recreate their artistic style.</p>
2	<p>Design Roman jewellery or battle helmets in books after studying artefacts uncovered in Britain. Study Roman life, culture and architecture. Learn about Roman theatre and the importance of public speaking. Investigate life in Roman Britain. Make a piece of jewellery or helmet out of simple materials under timed conditions, e.g. newspaper challenge. Prepare for, and carry out, a debate (this could be on why the Empire is still important, whether Caesar's murderers were right, is History still relevant or something else related to the unit).</p>
3	<p>Large-scale investigation and roleplay of the murder of Julius Caesar. To begin to look at how Caesar's story has been represented in theatre, focusing on Shakespeare's Julius Caesar and selected scenes.</p> <p>Understand rhetorical devices and identify them in Shakespeare. Apply some to a debate motion to put forward own points of view. Conduct a formal debate.</p> <p>Consider Caesar's legacy.</p>
4	<p>Produce an essay explaining the events leading up to Julius Caesar's assassination.</p> <p>Homework check: Design a Roman home and modern home and create designs and replicas where possible.</p> <p>Master three main persuasive techniques.</p> <p>Produce a devised piece of drama in groups to be performed and assessed.</p>
5	<p>Study the dissolution of the Roman empire. Discuss the various causes that would have contributed to the fall of the empire (e.g. barbaric invasions, revolts, corruption, etc.). Analyse the impact of the Roman empire on the modern world. Debate: was the Roman 'the best/worst thing ever'?            Design, annotate and produce a replica item of Roman jewellery.</p>
6	<p>Finish and evaluate all DT work for final assessment. Reflect on the context of the unit (learning, achievements, difficulties, ways to improve in the future).            Carry out a presentation about a key area of the Roman empire studied and present to the class.</p>