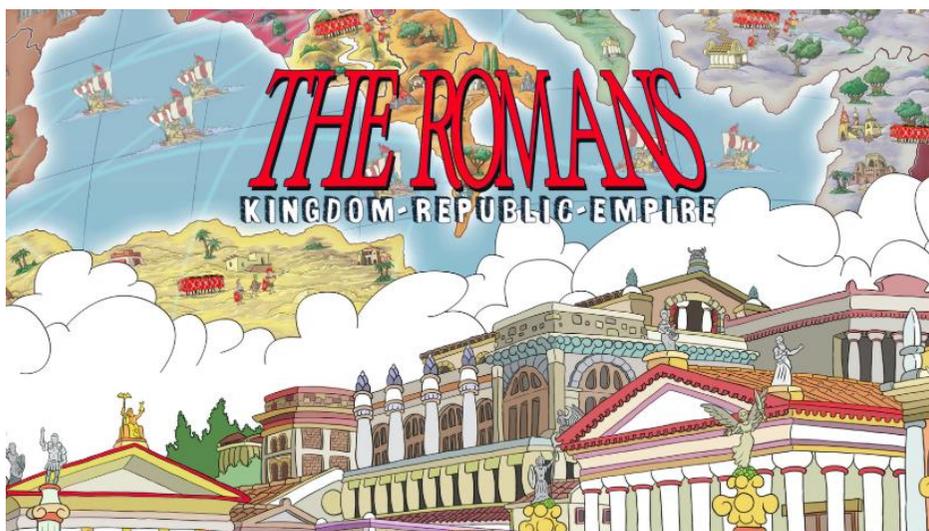


The Romans - Year 4 Summer Term 2019-2020



Essential Knowledge

By the end of this topic the children will know.... **Skill progression in red.**

- Children learn about the Roman Empires spread across Europe North Africa and the Middle East. **Understand more complex terms e.g. BC/AD (Lesson 1)**
- Children discover what happened through three Roman invasions of Britannia, resulting in Boudicca's rebellion. **Place events from period studied on time line (Lesson 2). Identify key features and events of time studied (Lesson 2). Ask a variety of questions (Lesson 2). Use the internet for research (Lesson 3) Explain why historical figures or groups chose to settle where they did (Lesson 2).**
- Children will learn how to build a Roman road. **Look at the evidence available (Lesson 4)**
- Children will make links between the historic relevance between Hadrian's Wall and its modern-day location. **Look for links and effects in time studied (Lesson 5)**
- Children will study the cultural elements of Roman history including God's and Goddesses', Roman bathing and society at large. **Choose relevant material to present a picture of one aspect of life in time past (lesson 7 and 8) Communicate their knowledge and understanding. (Lesson 6) Describe what their settlements were like (Lesson 8)**
- Children will discover how the Roman army operates and take part in a Roman battle. **Use evidence to reconstruct life in time studied (Lesson 9)**

Launch

- Children will dress up as a Roman and Celt (if siblings are present).
- They can make Roman bread.
- Create a Roman Hadrian's Wall fort from lego.
- Recreate a battle through role play, lego, playdough, create their own mosaic.

Explore

- Children will explore the breadth and depth of the Roman Empire concerning its geographical location.
- We will learn about influential characters and buildings linked with Roman Britain. Roman culture and religion and finally the Roman army.

Energise

- You tube clips to set each area of topic will signpost each mini topic alongside a physical and creative element in each mini segment of the Romans topic.
- Opportunities for children to explore the Romans in hands on ways through dress up and role play where home learning environment permits.

Celebrate

- At the end of the topic (school opening times permitting) children will take part in a year wide battle re-enactment on the school field. Time permitting, we may have the opportunity to make shields, swords and helmets.

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Geography: Study of how the Romans have influenced the local area

History: Brief history of Rome

Understand more complex terms e.g. BC/AD

Romans in Britannia- The Roman Invasion, Hadrians Wall/Roads and Boudicca

Place events from period studied on timeline (Lesson 2). Identify key features and events of time studied (Lesson 2). Ask a variety of questions (Lesson 2). Use the internet for research (Lesson 3) Explain why historical figures or groups chose to settle where they did (Lesson 2). Look at the evidence available (Lesson 4) Look for links and effects in time studied (Lesson 5)

Roman soldiers (enactment with swords, helmets and shields made in DT)

Use evidence to reconstruct life in time studied (Lesson 9)

Roman homes, clothes, food, hygiene and religion.

Choose relevant material to present a picture of one aspect of life in time past (lesson 7 and 8) Communicate their knowledge and understanding. (Lesson 6) Describe what their settlements were like (Lesson 8)

Religious Education

Understanding Christianity: Salvation- Why do Christian's call the day Jesus died 'Good Friday'

Understanding Christianity: Gospel- What kind of world did Jesus want?

Art and Design and Design Technology

DT- Cooking- tbc

Art- Drawing:

Developing sketching techniques

Begin to show understanding of distance and proportion

Music

Yumi/Charanga: Black Bird by The Beatles

Learning songs by memory and who sang or wrote them

Recognising some instruments used in the music

To confidently identify and move to the pulse

Talk about how music makes them feel

Demonstrate good singing posture

Singing with an awareness of being 'in tune'

(if possible at home) play, improvise and compose with an instrument along with the music using a few key notes

French

Recap of previous learning

Greetings

Numbers

Colours

The date

Physical Education	Computing
<p>Keep fit physically and mentally: Joe Wicks youtube work outs daily live at 9am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ?reload=9</p> <p>Outdoor walks and bike rides.</p> <p>Real PE: Either work through the daily plans or you can access the lessons we do in school- work through the skills and skill application for unit 5- Physical Skills.</p> <p>The website address is: home.jasmineactive.com</p> <p>Parent email: parent@sandfordst-1.com</p> <p>Password: sandfordst</p>	<p>Word processing skills- creating Roman factfiles</p> <p>Can they use the automatic spell checker to edit spellings?</p> <p>Can they use a search engine to find a specific website?</p> <p>Do they know how to manipulate text (e.g. underline text, centre)</p>

Roots to grow...	OUR VISION	To be secure, happy and helpful; believing anything is possible with hard work, faith and dedication. We dare to dream for ourselves <i>and</i> make a difference to others.	
	OUR ROOT VALUES	Respect and Honesty	Thankfulness and Friendship
		<p>We are learning about honesty and respect for one another through the historical events surrounding Boudicca and the ill treatment of her people at the hands of the Romans. We will look at how to treat others as we want to be treated, and to promote honesty, as the Romans went back on their word to leave her tribe alone.</p>	<p>We can be thankful for the improvements made in society, that we do not have slavery in the same way where we live, and that we have our freedom. We can also learn that although the Romans and Celts had many cultural differences, they did at times learn to trade with each other and have friendship, encouraging us to celebrate our differences and pursue friendship with those that seem different to us.</p>

English	Science
<p>Story writing (Heroin lead)</p> <p>Instruction writing</p> <p>Factual (Roman soldier handbook style)</p>	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats
Mathematics	
<p>Following the White Rose home learning scheme of work.</p> <p>This will include work on decimals and a review/recap of key learning to ensure children are secure in areas of number such as place</p>	

value, addition, subtraction, multiplication and division.	
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