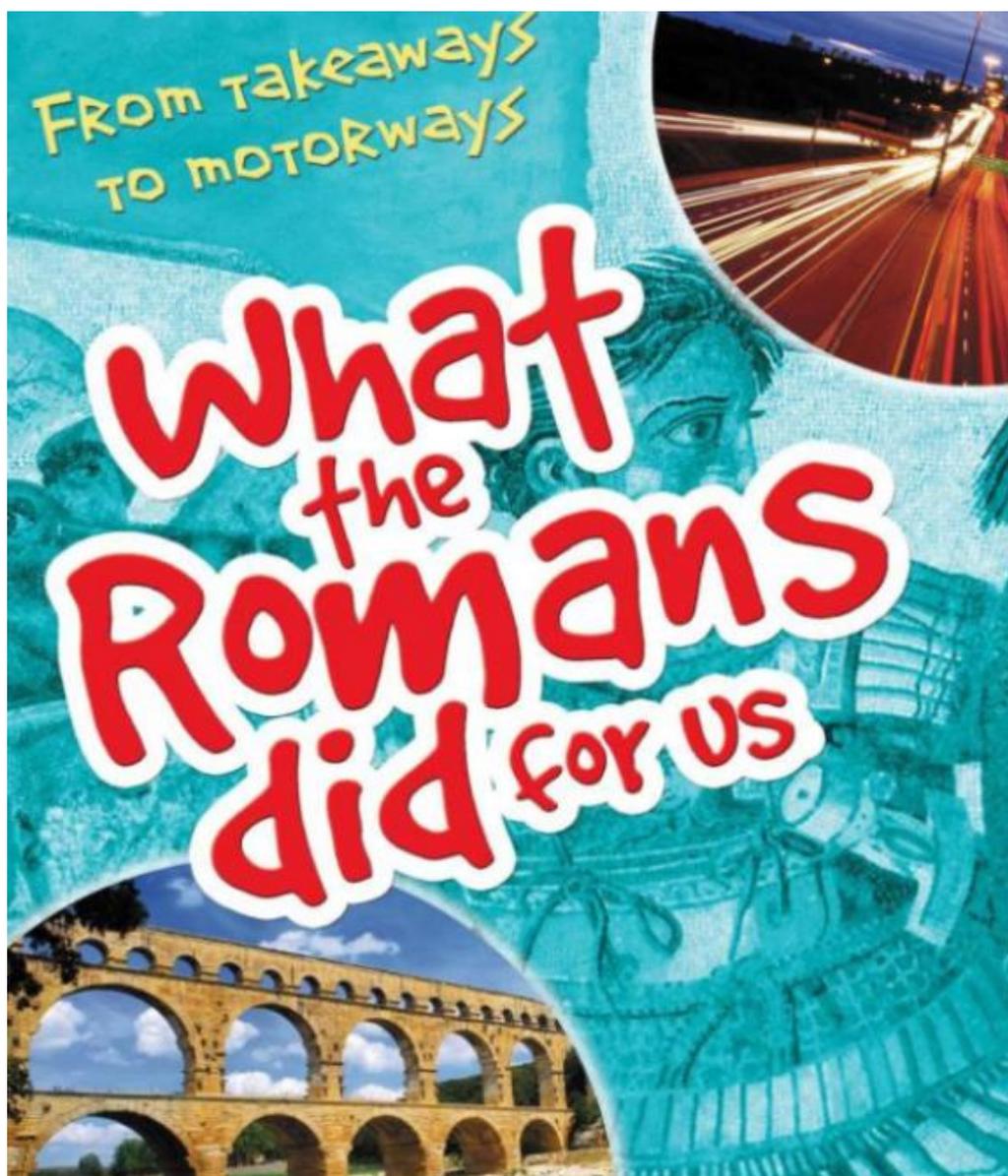




# Year 4 - Autumn

## Do we live in Roman times?





# Year 4

## Autumn – Do we live in Roman times?

### Intent: The Why Behind our Topic

#### Rationale

*Do we live in Roman Times? will give children an in-depth insight into The Roman Empire and its impact on Britain today, human history and societal development. The ancient Romans left a treasure trove of ideas to the modern world. This legacy included many concepts that are still very important even today. Systems of laws and government, architecture, literature, and language are just a few key concepts brought to us by the Ancient Romans. The children will develop their historical skills by studying evidence and representations of Romans and make informed inferences about their legacy. They will develop decision making and judgment skills through stories and debate. Looking at the past shows children models of good and responsible citizenship and also teaches us how to learn from the mistakes of others. The topic will help to understand change and societal development and will provide context from which to understand ourselves and others. Through these aims the children will experience becoming: a historian, a geographer, a scientist, an artist and a designer.*

**Key Curriculum Areas:** History, Geography, Art, DT, Science.

**We will meet the S&L needs of our children by:** *Providing opportunities for debates and discussions, giving children relevant key historical and geographical vocabulary – names of countries, places, invasion, conquest, see word bank for topic related words.*

**We will allow children to understand cultural differences and break down stereotypes by:** *Acceptance of different religions and beliefs over time, was it right to change a country's religion? Was it right to invade a country? Heritage of people from in this country – most of this country are related to Romans who weren't originally from here, immigrants and acceptance.*

**We will meet the SEMH needs of our children by:** *Acceptance towards people of different backgrounds, cultures and religions. The Romans had to adapt to a new place and climate, transition, what did they do for leisure and relaxation?*

**We will meet the socio-economic disadvantages of our children by:** *Trip/experience – Roman day/history in action day/trip to Morton Park/trip to York etc. [historytolife.co.uk](http://historytolife.co.uk)*

#### **Purposeful Outcome:**

**Most children will be able to** *explain the impact the Romans had on Britain and why they invaded.*

**Some children will be able to** *critique the changes the Romans made to people's lives in Britain.*

**Golden strands – These core strands will thread through the History and Geography curriculums and be repeated each year to allow for progression and continuity. As the children revisit each strand, they will build on previously taught learning and develop their understanding, knowledge and sense of their own identity within our social, political, cultural and economic background.**

#### **History**

*Childhood  
Diversity  
Legacy / discoveries  
People in power / leaders*

#### **Geography**

*How far is it from Hunslet and how could you travel there?  
What is it like to live there compared to living in Hunslet?  
How and why is it connected to Hunslet?*



## Year 4

# Autumn – Do we live in Roman times?

## Intent: Topic-developed NCS Requirements

Subject	NCS Requirements
History	<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain: the successful invasion and conquest, the power of the army, British resistance and "Romanisation" of Britain – impact of technology, culture and beliefs, including early Christianity.</li> <li>• Understand chronology and changes over time.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – locate Britain, Roman and countries of Roman Empire.</li> </ul> <p>use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>
Science	<ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change.</li> </ul>
Art	<p>Artist -</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <b>mosaic pattern work – painting using clay.</b></p> <p>about great artists, architects and designers in history.</p>
DT	<p>Design, Make &amp; Evaluate</p> <p>Make:</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately – <b>mosaic pattern work cutting using clay.</b></p>
Writing	<p><b>Talk for Writing Units:</b></p> <p>Finding Tale (Romans discover Britain)</p> <p>Warning Tale (Pompeii and Vesuvius eruption)</p> <p>Information Text (towards end of Topic – answer the question: What did the Romans for Britain?)</p>



# Year 4

## Autumn – Do we live in Roman times?

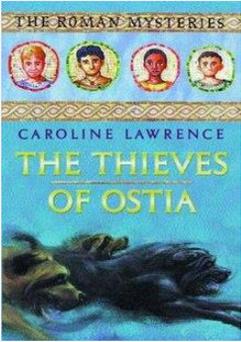
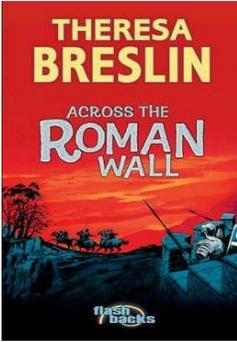
### Intent: Topic-developed NCS Requirements

Subject	NCS Objectives
History	<ul style="list-style-type: none"> <li>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>Through careful selection and organisation of relevant historical information;</li> <li>Gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>Note key changes over a period of time and be able to give reasons for those changes;</li> <li>Find out about the everyday lives of people in time studied compared with our life today;</li> <li>Explain how people and events in the past have influenced life today;</li> <li>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</li> <li>Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</li> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li>Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</li> <li>Human geography, including: types of settlement and land use;</li> </ul>
Art	<ul style="list-style-type: none"> <li>Use sketchbooks to record ideas;</li> <li>Explore ideas from first-hand observations;</li> <li>Collage - Select colours and materials to create effect, giving reasons for their choices;</li> <li>Refine work as they go to ensure precision;</li> <li>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>Select appropriate materials, giving reasons;</li> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> </ul>
DT	<p>Design, Make &amp; Evaluate</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately – <i>mosaic pattern work cutting using clay.</i></p>
Vocabulary	

# Year 4

## Autumn – Do we Live in Roman times?

### Implement: Topic-developed NCS Requirements

Medium Term Coverage	
Week 1:	<p><b>The key curriculum objectives will be met through:</b></p> <p><b>History &amp; Geography:</b> <i>Children learn about the Britain before the Romans came – what was travel, transportation, religion and life like? Where did the Romans come from? Look at globe, maps and Roman Empire, position of Britain compared to Italy. How did the Romans invade? What did the Romans change when they came to Britain and what effects can still be seen today?</i></p>
Week 2:	<p><b>Topic Week 2 – Art &amp; DT:</b> <i>Learn about mosaics and Roman art – repetitive patterns and sequencing, children do this cutting out paper and different colours. DT design and make – cutting clay to make own mosaic, then paint this using art mastery of techniques.</i></p>
Week 3:	<p><b>TBC &amp; Science – Light if needed:</b> <i>Added as topic goes on, allowing for reflection and reviewal of how topic is going. What still needs to be done to ensure children can answer the question “What did the Romans do for Britain?” and achieve the purposeful outcome.</i></p>
Experience:	<p>Roman Day delivery by an external</p>
Reading and Writing	<p><b>Class Books</b> – Thieves of Ostia. Across the Roman Wall.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>Shared Reading</b> – Extracts from: Thieves of Ostia, Across the Roman Wall, The Romans, History Hackers</p> <p><b>Talk for Writing Units:</b>            Finding Tale (Romans discover Britain)            Warning Tale (Pompeii and Vesuvius eruption)            Information Text (towards end of Topic – answer the question: What did the Romans for Britain?)</p>



# Year 4

## Autumn – Do we live in Roman Times?

### Implement: Topic-developed NCS Requirements

Short Term Plan	
Week 1:	<p><b>The key curriculum objectives will be met through:</b></p> <p><b>History &amp; Geography:</b></p> <p><b>Lesson 1: Where is Rome? Who were the Romans?</b> When were they around? Compare to the timeline of the Egyptians, years and where we are now. Look at where Rome and Italy are on a map, countries of Roman Empire and eight points of compass. Identify where Britain, England and Leeds are on the map.</p> <p><b>Lesson 2: Movement of Romans to Britain:</b> Within this lesson we will research the immigration of the Roman people to Britain and how this happened. Look at the journey from Rome to England, did they go straight there? How far was it? How long did it take? Why did they come? How did they get here? Where did they land/arrive?</p> <p><b>Lesson 3: Who lived in England at the time and how were the Romans different?</b> Look at the Celts, what did they wear? What was their religion? What was their daily life like? Compare this to the Romans, what changed?</p> <p><b>Lesson 4: Roman military – why were they able to conquer Britain and what impact have they had?</b> Look at the organisation of the Roman armies and soldiers. How the organisation of the military enabled them to overpower the Celts and tribes of Britain. Look at their military strategies, eg. The turtle, use of shields etc. What did Boudicca try to do? Stand up to Romans, breakdown stereotypes of female rulers. <b>Hadrian's Wall</b> – Defensive system to keep the rebels in Scotland out. How was it built? Relate to class book "Across the Roman Wall."</p> <p><b>Lesson 5: Free write – children given opportunity to free write about The Romans – could be military, daily life, how they got to Britain etc.</b></p> <p><b>Lesson 6: What did the Romans do for Britain?</b> Focus on roads, leisure activities, central heating, baths, army/military, changes to religion., gladiators, forms of travel and transport.</p> <p><b>Lesson 7: Why did the Romans build on/next to a volcano?</b> Look at Pompeii, Mount Vesuvius and the destruction of Pompeii. Why did the Romans decide to build/live there? What happened when the volcano erupted?</p>
Experience:	Charlie dressing up as a Roman!



# Year 4

## Autumn – Do we live in Roman times?

### Implement: Topic-developed NCS Requirements

Short Term Plan	
Week 2:	<p><b>The key curriculum objectives will be met through:</b></p> <p><b>Art &amp; DT:</b></p> <p><i>Day one: Share Romulus and Remus story, we know about this from mosaics, plasticine and tool, different cutting/shaping/joining/finishing techniques</i>            LO: I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><i>Day two: Design mosaics on paper for books, write about why they chose certain colours/shapes, create with card (stuck in books too)</i>            LO: I can improve my mastery of art and design techniques e.g. cutting, shaping.</p> <p><i>Day three: Evaluate previous design, do they want to change it? Draw another on paper for books, what have they changed and why? Make shapes on clay and leave to dry.</i>            LO: I can use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping) accurately.</p> <p><i>Day four: If dry, paint clay and leave to dry for glazing tomorrow. Free write for images of mosaics.</i>            LO: I can improve my mastery of art and design techniques e.g. painting.</p> <p><i>Day five: Glaze clay, picture for book, write sentences about what they found easy/hard, what they would change next time to make it better.</i>            LO: I can evaluate my design and improve my mastery of design techniques.</p>
Experience:	N/A



## Year 4

### Autumn – Do we live in Roman times?

#### Implement: Topic-developed NCS Requirements

Short Term Plan	
Week 3:	<p>The key curriculum objectives will be met through:</p> <p>TBC &amp; Science – Light if needed:</p>
Experience:	



## Year 4

# Autumn – Do we live in Roman times?

## Impact: Subject Leader and Teacher Evaluation

### Do we live in Roman times?

**Teacher General Review of Topic:**

**Subject Specific Review of Topic:**

**History:**

**Geography:**

**Science:**

**Art:**

**DT:**

**Curriculum Coverage – Assessment Evaluation**

**History:**

**Geography:**

**Science:**

**Art:**

**DT:**