



Year 4

What did the Romans do for us? How has Europe changed?



Learning Journey
Engaging
Authentic
Rigorous
Nova Curriculum

Launch:

- Classroom learning environment – reflective of Romans
- Design shields and clothing – dress-up and participate in Roman soldier formations etc.
- Trip to Roman site – eg. Caerleon/ Kingsweston Roman villa/ Roman Baths

Landing: *(Purpose and authentic audience)*

- Children research, create and present their own unique Roman research topic in style of exhibition
- Children to produce travel brochures for Ancient Roman times
- Children to display artwork (i.e. pots, clay sculptures etc.) around the school. Mosaic artwork to form part of school environment.

Children's questions:

When did the Romans live?
 What did they wear?
 What did they do for entertainment?
 What did the Romans invent?
 How have the Romans influenced us?
 What was the Roman Empire?
 Who were important people in Roman times?
 Who was in charge during the Roman times?
 What happened in the Colosseum?

Experiences to engage and inspire *(trips, visitors etc)* :

- Roman soldier formations and army discipline
- School visit from Roman expert/ drama opportunity
- Trip to Caerleon – Roman soldier headquarters etc.
- Trip to Roman Baths (Bath) – Lifestyle
- Trip to Kingsweston Roman Villa – artwork and artefacts.

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

As Writers we will:

- Create a non-chronological report about Romans and their lifestyle
- Write a persuasive letter to recruit gladiators for battle
- Create a brochure which entices people to visit Bristol/Shirehampton
- Recount a well-known event – e.g. Pompeii.

As Mathematicians we will:

- Use our knowledge of numbers and time in relation to Roman numerals
- Use our knowledge of Roman history to plot and plan time lines, relying on our knowledge of number lines
- Explore place value

As Historians we will:

- Study the Roman Empire and its impact upon Britain – *clothing, lifestyle, food, inventions, towns, homes and buildings, religion etc.*
- Conduct a local history study – *how did the Romans impact upon Shirehampton?*
- Develop an understanding that time can be divided into B.C. and A.D.
- We will identify similarities and differences between Romans and other historical societies – *i.e. Celts*

As Geographers we will:

- Locate the main countries and capital cities of Europe using a map – *following the trail of the Roman Empire.*
- Compare the human and physical features of a place in the UK and in Europe – *i.e. Shirehampton and Rome*
- Identify and conclude why Roman's and other societies chose to live near/ construct features.

As Designers we will:

- Explore the roles and purposes of Roman artists – *why did they use mosaics? What were they used for? Pottery? Etc.*
- Compare and contrast ideas, methods and approaches to Roman artwork.
- Develop informed ideas about the media we use to construct Roman artwork and verbally justify why we have chosen a particular technique – *3D techniques, resources etc.*
- Choose paints and implements appropriately to reflect a Roman style.
- Critically discuss our artwork with each other and collaboratively improve, reconstruct and adapt work.

As Scientists we will:

- Ask relevant questions and carefully select a range of scientific enquiries to answer them.
- Make systematic and careful observations of rocks and soil
- Use our results to draw conclusions, make predictions and explore rocks further.
- Gather, record and classify different types of rock and identify differences/ similarities between these.
- Report on findings from our enquiries, drawing conclusions both written and orally.