

Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum



Who were the Romans and what was their legacy on Britain?



Year 4

Terms 1 & 2

Big concept: Changes over time & legacy

Overview:

This enquiry enables learners to learn about the Roman Empire and its impact on Britain, including our own locality. Children will develop as historians by asking questions, researching and drawing conclusions about their discoveries. Class texts have been chosen to enrich children's learning, encouraging them to make links with their reading and wider curriculum learning. For example, 'The Thieves of Ostia' offers opportunities for children to learn about Roman society and what life was like. As artists, children will explore how they create 3D forms using clay and Modroc to create a Roman banquet. As designers, children will develop their stitching and textiles skills to create Roman bullas. As scientists children will learn about rocks and fossils and how these have formed over time.

Learning links (previous learning):

Celebrating diversity and inspirational People:

<p>History – Children will continue to develop their understanding of chronology by comparing the Roman era to time periods learned about before, including the Victorians, Stone age & Egyptians.</p> <p>Geography – Children will recap and build upon their locational and place knowledge with a focus on Europe.</p> <p>DT – Children will build upon their textiles skills and stitches learned in Y1</p> <p>Art – Children will build upon 3D form knowledge from Y1, using Modroc and clay to create 3D objects</p>	<p>Significant historical figures: Julius Caesar, Claudius, Boudicca, Septimus Severus and Ivory Bangle Lady.</p>
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<p>Launch and Landings</p>	<p>Experiential learning opportunities:</p>
<p>Launch: Roman artefacts and early visit to local Roman villa</p> <p>Landing: Showcase of Roman learning for parents, including clay workshop with children teaching parents! Showcase to include Roman purses, 3D models of Roman banquet.</p>	<ul style="list-style-type: none"> • Class visit to local site of Roman villa (Kingsweston villa)

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

<p align="center">History:</p>	<p align="center">DT – Materials (textiles)</p>
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<p>As historians we will learn about the Roman Empire and its impact on Britain, including a local history study.</p> <p>We will study:</p> <ul style="list-style-type: none"> • Roman life • The spread of the Roman Empire • The attempted invasion of Britain by Julius Caesar and the successful invasion by Claudius • The British resistance of Boudicca • The life of a Roman soldier • The Romanisation of Britain and what they left behind as a legacy <p>We will:</p> <p>Continue to develop chronologically secure knowledge of history time periods studied</p> <p>Place events from period studied on time line in relation to other studies</p> <p>Understand that time can be divided into BC/AD</p> <p>Establish clear narrative within period studied</p> <p>Note connections, contrasts and any trends over time</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources (including primary and secondary)</p> <p>Construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event and choose relevant material to present/communicate this</p> <p>Identify similarities / differences between ways of life at the different times studied in Key Stage 1</p>	<p>As Designers and Engineers we will create Roman bullas.</p> <ul style="list-style-type: none"> • Investigate existing products, including drawing them to analyse and understand how they are made. • Gather info about the needs & wants of particular groups. • Plan a sequence of actions to make a product. • Develop more than one design. • Develop prototypes. • Generate designs with annotated sketches • Refine work and techniques as work progresses, continually evaluating the product design. • Identify strengths and weaknesses of their design ideas. • Talk about how closely their finished product meets their design criteria and meets the need of the user. • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest mm. • Use and explore complex shapes • Cut slots and internal shapes. • Create nets. <p>Vocabulary: products, analyse, needs/wants, sequence, prototype, annotate, refine, evaluate, strengths/weaknesses, criteria, user, cut, accurately, safely, appropriate, tools, measure, mark, complex shapes, slots, internal shapes.</p>
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<p>Describe/ make links between main events, situations and changes within and across different periods Identify and give reasons for, results of, historical events, situations, changes Describe social, cultural, religious and ethnic diversity in Britain and the wider world Identify and discuss historically significant people and events in situations</p> <p>Vocabulary: Roman, conquer, invasion, Caesar, Emperor, revolt, mosaic, hypocaust, gladiator, chariot, Roman baths, Roman roads, aqueduct, viaduct, amphitheatre, amphora, toga, villa, centurion, legion, Hadrian's wall, forum, fortifications, legacy, culture.</p> <p>Key dates: Roman conquest of Britain: 43AD – 410AD 753BC—Rome is founded by Romulus 55BC— Julius Caesar attempts first invasion of Britain. 27BC— Augustus becomes the first Roman Emperor. 43AD— Roman invasion of Britain 50AD— London is founded 60AD—Boudicca rebels 80AD— Colosseum is built in Rome 122AD— Hardrian's Wall is built 312AD— Christianity becomes the official religion of the Roman Empire 410AD—Last Romans leave Britain.</p>	
Geography	History: Art – Textiles/ Collage
<p>As Geographers we will</p> <ul style="list-style-type: none"> Name and locate the main countries and major cities of Europe. Compare the human and physical features of a place in the UK and Europe. Identify why early Roman settlers chose to live near certain physical features (e.g. those that support resources, trade links, and defence). Identify how the human features of England's landscape changed over time as a result of Roman occupation Interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to draw conclusions about Roman population, settlement and land use. Use a range of aerial photographs, historical and recent maps with 8 compass points and 4 figure grid references to describe how England's communities changed as a result of Roman occupation <p>Vocabulary: Europe, Italy (Rome), France (Paris), Spain (Madrid), Turkey, climate, warm, dry, wet, humid, tepid, human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, mountain, hill, valley, equator,</p>	<p>As Artists we will create a Roman banquet model (bowl and fruit) using clay and Modroc.</p> <p>Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>Lower KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: KS1 plus coil, rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form

Opportunities for core subject learning across the curriculum

As readers and writers we will:		As mathematicians we will:	
<p>Class texts:Thieves of Ostia, The Orchard Book of Roman Myths, Escape Pompeii, Across the Roman Wall – Theresa Breslin, Queen of Darkness – Tony Bradman</p> <p>Text Types: Non chronological reports, setting description, newspapers, Myths & legends, recount, poetry</p> <p>As writers: Portal story- The Door, Non- fiction recount ‘My day through the door’</p> <p>Cross curricular writing in LOE books: History – Setting descriptions will be written about the Roman forum, a diary entry as a day in the life of a Roman.</p>		<ul style="list-style-type: none"> • Place value of numbers with up to 4 digits • Addition and subtraction methods 	
Discrete subject teaching - Skills, knowledge and vocabulary taught discretely			
Physical Education		Music	
<p>As fit and healthy citizens we will develop skills in:</p> <ul style="list-style-type: none"> • Dogdeball/swimming or Netball/swimming • Health & fitness • Gymnastics 		<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</p> <ul style="list-style-type: none"> • Unit 6 chronology • Singing <p align="right">Singing</p>	
Computing		PSHE	
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> • The Internet (T1) • Audio Editing (T2) 		<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme</p> <ul style="list-style-type: none"> • Me and my relationships • Valuing differences 	
RE		Science (taught through PPA):	
<p>As philosophers we will explore the question: RE enquiry question: Why are festivals important to religious communities? and learn about Diwali.</p>		<p>Working scientifically, Rocks & Geology.</p>	