



Class: Hobhouse (Year 4)

Term: Autumn 2

Topic: What have the Romans ever done for us?

Launch Day: To be Roman day!

Trips/Visitors: No trips

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
	<u>Early Learning Goal: Understanding the World:</u> <u>The natural world</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (Year 1) - identify, name, draw and label the basic parts of the human body - identify the five senses and say which part of the body is associated with each sense - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Distinguish between an object and the material from which it is made	(Year 3) - Where to find ancient Greece in the world. - Use the terms AD and BC - Recognise how Britain changed from the Stone Age to the Bronze Age.		(Year 1) - What key vocabulary like horizontal, vertical, straight, short, long, wavy, zigzag and dot means - What impact mixing different colours together will have on the tone - Different geometric shapes and what happens when they are combined		(Year 2) – The uses of information technology in the school - The uses of information technology beyond school - How information technology helps us - How to use information technology safely - That choices are made when using information technology (Year 3) - Computing systems and networks – Connecting computers - How digital devices function How to identify input and output devices Digital devices can change the way we work - A computer network can be used to share information - Digital devices can be connected - The physical components of a network	See music curriculum map	(EYFS) Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus - Recognise and retell stories connected with celebration of Easter - Say why Easter is a special time for Christians - Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature (Year 1) Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians (Year 2) - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) - Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter - Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or	

								heaven, exploring different ideas and giving a good reason for their ideas. (Year 3) - Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world - Describe how and why Christians might pray to God, say sorry and ask for forgiveness - Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean	
Key Question: The children will know:	Key Question: How do we hear sounds? The children will know: - How sounds are made, associating some of them with something vibrating - That vibrations from sounds travel through a medium to the ear - How to find patterns between the pitch of a sound and features of the object that produced it - How to find patterns between the volume of a sound and the strength of the vibrations that produced it - That sounds get fainter as the distance from the sound source increases	Key Question: The children will know: - The impact of the Roman Empire on British history. - Recall the attempted invasion of Julius Caesar. - Understand the power of the Roman army in 42AD. - Recall the successful invasion by Claudius and conquest, including Hadrian’s wall.		Key Question: The children will know: How to print a mosaic in the style of the Romans - That art can carry historical significance and tells us things about the past - That we sometimes have to interpret art and this may or may not be correct - How mosaics were used in Roman times. - That mosaics come in different styles such as geometric or Byzantine and have different focuses such as fish, birds etc.		Key Question: The children will know: - Computing systems and networks – The Internet - Networks physically connect to other networks - Networked devices make up the internet - How websites can be shared via the World Wide Web (WWW) - How content can be added and accessed on the World Wide Web (WWW) - The content of the WWW is created by people - The consequences of unreliable content	See music curriculum map Key Question: The children will know:	L2.7 What do Hindus believe God is like? Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu murtis express about God Understand the impact: - Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) - Identify some different ways in which Hindus worship Make connections: - Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today	https://peplanning.org.uk/

								• Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people	
Children will be able to:	Children will be able to: • Ask relevant questions and use different types of scientific enquiries to answer them • Use straightforward scientific evidence to answer questions to support their findings • Set up simple practical enquiries, comparative and fair tests • Identify differences, similarities or changes related to simple scientific ideas and processes • Use results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables	Children will be able to: • Use historical terms relating to the Romans. • Place the Romans era on a timeline. • Communicate their learning in an organised and structured way. • Identify the motives behind the Roman invasion. • Summarise the main events of the Roman invasion. • Discuss the successful invasion and conquest by Claudius. • Describe and discuss Hadrian’s Wall.		Children will be able to: Research • Focus on one particular aspect of an art piece and create replica drawings • Collect a range of drawings of different styles of mosaics and annotate them Drawing • Take inspiration from Roman mosaics and draw their own patterns Printing • Use a section of square timber as a ‘stamp’ • Apply an appropriate amount of paint to a stamp • Create a repeating pattern using a stamp • Select appropriate colours for a mosaic pattern 		Children will be able to: • Identify networked devices and describe how they connect • Describe how to access websites on the WWW • Explain the types of media that can be shared on the WWW • Explain that there are rules to protect content • Suggest who owns the content on websites • Explain that not everything on the World Wide Web is true • Explain why we need to think carefully before we share or reshare content • Identify why some information found online may not be honest, accurate, or legal	Children will be able to: •	Children will be able to: •	Children will be able to: •
• I can Topic outcome/product brief:	• I can identify how sounds are made and how they can be heard. • I can identify patterns between the pitch of a sound and features of the object that produced it. • I can identify patterns between the volume of a sound and the strength of the vibrations that produced it. • I understand that sounds get fainter as	• I can place the dates of the Roman era in chronological order. • I can summarise why the Roman’s invaded Britain. • I can analyse how the actions of key figures influenced the Roaman invasion. • I can use sources to describe what life was like in Roman Britain. • I can explain the impact of the Roman legacy on modern life.		• I can Topic outcome:		• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:

	the distance from the sound source increases. Topic outcome: Children will carry out an experiment to investigate how sound is altered based on different variables.	Topic outcome: Children will explore how Roman lives were similar and different to modern day life.						
	sound volume amplitude loud quiet travel wave particles high low pitch energy distance vibrate absorb vibration	empire legionary auxiliary armour rebellion conquer resistance mosaic Celt invade amphitheatre gladiator settlements						
KIRFS		1. The first Romans lived in Italy nearly 3000 years ago. 2. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire. 3. The Celts were people living in tribes in Britain at the time of ancient Rome, including the Iceni, Brigantes and Catuvellauni. 4. In 55 and 54 BC, Julius Caesar made attempts to invade Britain, but his legions weren't able to overcome the Celts. 5. In AD43, Emperor Claudius launched a third attack on Britain. This time, much of Britannia did become another province of Rome.						