

**HOOK:** Who were the Romans? Why was their empire so powerful? What was life like for them? Children learn about where the Romans appear on the timeline and learn what life was like for a Roman through exploration of artefacts, including creating their own mosaics.

**History Box** – artefacts from the Roman period provide a practical real-life experience within the classroom.

### LITERACY

Snow by Walter de la Mare illustrated by Carolina Rabei: Reading, writing and performing poetry  
Escape from Pompeii : Diary of the flight from Pompeii  
The fastest boy in the world by Elizabeth Laird :Reporter’s commentary of Solomon’s race  
Sky Chasers by E Carroll: Adventure story  
A Walk in London by S Rubbino: Information text about a walk through Roman London

### TOPIC MATHS

Roman numerals

### DT

Design, prepare and evaluate Roman bread.

### ART

Design and create a mosaic including outdoor learning.

### MUSIC

Roman Music  
Easter Songs and hymns for the Easter performance

**Computing** : Children will develop a range of skills : Programming scratch; Handling Data; E-Safety; Search Engines

## We Came, We Saw, We Conquered!

**RATIONALE:** Step back in time to explore one of the largest and most influential empires: Ancient Rome. Why did the Romans decide to invade Britain? Who was Boudicca? What was the Roman legacy? In this engaging topic, a range of sources, and practical first hand experiences will inspire children’s curiosity about the past as they learn about the impact of the Roman occupation on life in Britain.

### HISTORY DRIVER:

#### ROMAN EMPIRE & ITS IMPACT ON BRITAIN

Children will ask and answer questions using a range of sources to find out about this period, observing artefacts and pictures, using e-learning for research and information texts and stories.

Where do the Romans appear in a timeline?

What was the Roman Empire, why was it so powerful, and how far did its influence stretch?

What was life like for the Celts in Britain before the Romans invaded? How did the Romans ‘Romanise’ Britain?

Who was Boudicca? How do different sources explain people’s views about Boudicca?

What was the Roman legacy? How did technology, culture and beliefs change during

**Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.**

**HOME LEARNING:** Spring 1– Create a soldier’s shield Spring 2 – A study on an aspect of the Romans

**OUTDOOR LEARNING:** Drills as Roman soldiers and Battle formation  
Outdoor learning maths

**PERFORMANCE OPPORTUNITIES:** Easter Performance

## Year 4: SPRING TERM

### GEOGRAPHY

#### Place Knowledge -

Compare & contrast UK and Italy

#### Physical

Climate across Europe (focus Italy)

#### Human

Economic Activity (Trade with a focus on Italy)

#### Using and applying maps

#### Europe – countries of the world

- Major mountains& rivers
- Cities & places
- Four & six figure co-ordinates (Google Earth)

### SCIENCE: Solids, Liquids and Gases

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled

Explain that some changes result in the formation of new materials

Use knowledge of solids, liquids & gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (link with being an archaeologist & sieving to reveal artefacts)

#### Working Scientifically : Fair Testing

Recognise that factors other than that we are changing may have an effect and seek to control these factors

**PSHE:** Friendships: exploring themes of empathy, managing feelings and social skills; Going for Goals: children explore their own strength as learners.

**RE:** Good and Evil (Holi): Children describe the concepts of good and evil and the celebration of Holi. Rituals (Paschal Candle) children evaluate the importance of *rituals to Christians*.

**Indoor PE** : Gymnastics creating sequences including balancing and rolls; Folk Dance **Outdoor PE:** Premier Coach teaching Invasion games ; Net & Wall games