

Year 4 Ancient Rome

Key Aim – Through this topic we aim for the pupils to have an understanding of what life was like in Ancient Rome and understand the impact of the Roman Invasion.

Key facts:

- Before the Roman conquest, Britain was a collection of Celtic tribes' people.
- Rome was founded in Italy by Romulus in 753 BC. Romulus was one of a pair of twins. He killed his brother Remus during a disagreement of where to build the city.
- The Roman Empire spread across Europe, Parts of Asia and North Africa.
- Roman Britain was a province of the Roman Empire from 43 to 410AD.
- In 60BC, Boudicca, Queen of the Iceni tribe, led a rebellion against Roman rule. She defeated the Romans at Colchester, St Albans and London before they finally won at the Battle of Watling Street.
- The Romans built Hadrian's wall to keep the Scottish tribes out of England.
- The Romans worshipped many different Gods and Goddesses, including Jupiter, Juno, and Mars.
- The Romans made significant changes to Britain: they **built brick houses, roads and towns, introduced Christianity, laid the foundations of our legal system and influenced our language.**
- Julius Caesar's attempted an invasion on Britain in 55-54 BC.
- 100 years after Julius Caesar attempted to invade Britain, Emperor Claudius successfully invaded.

Key Concepts and Skills:

- Use evidence to ask questions and find answers to questions about the past.
- Use appropriate historical vocabulary to communicate, including: change, chronology, dates, time, period, era, and understand the concept of change over time.
- Suggest causes and consequences of some of the main events and changes in history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.
- The legacy of Greek culture on later periods in British history, including present day.
- Understand how Greek life and their achievements and their influence on the western world.

Key Vocabulary:

- **Agriculture:** The system of farming.
- **Invader:** Someone who enters another country by force.
- **Settler:** Someone who decides to live in a different place to that in which they were born.
- **Empire:** A group of countries under one ruler.
- **Resistance:** Standing up to invaders.

Quality Texts to Inspire Us:

Escape to Pompeii.

Key People:

- Julius Caesar: A Roman leader.
- Emperor Claudius: The Emperor at the time of the successful invasion of Britain in 43 BC.
 - Tacitus: Roman historian and source of much of our information about the Romans.
 - Boudicca: Celtic queen of the Iceni tribe.

YEAR 4
ANCIENT ROMANS
SPRING TERM 2024

Outcome: The children will create pieces of Art and written information reflecting their learning and understanding of Ancient Rome.

Hook:



As **Readers**, we will:

- Apply our growing knowledge of common letter strings; both to read aloud and to understand meaning.
- Read further exception words and identify themes and conventions in a wide range of books.
- Develop positive attitudes to our reading and understand what we read by: listening, using dictionaries, discussing words and phrases, checking that the text makes sense to us and explaining the meaning of words in context.
- Ask questions to improve our understanding of a text, draw inferences, predict, identify main ideas; and identify how language, structure, and presentation contributes to meaning.
- In addition to this, we will develop our ability to retrieve and record information from non-fiction texts.
- Participate in discussions about books that are read to us and those we can read; taking turns and listening to what others say.

Key Texts:

- Escape from Pompeii

As **Writers**, we will:

- Understand and identify different poetic structures.
- Identify different poetic devices and features, within poetry.
- Identify and understand how language and structure contribute to the overall meaning of text.
- Write poems following the correct structure.
- Build rich and varied vocabulary, to engage the reader.
- Recall and identify the different features of an explanation text.
- Explain the purpose of an explanation text, and give examples of different texts of this genre.
- Understand that different texts are written for different purposes, and are therefore structurally different.
- Use conjunctions to link our ideas, as well as to express time and cause.
- Understand what pronouns are, and use them appropriately to avoid repetition.
- Read a range of different persuasive texts and recall their features.
- Have the opportunity to experiment and apply structure and techniques to own writing.

Key Vocabulary:

Verse, poem, explanation, pronouns, structure, vocabulary, formal, factual, descriptive

Must Haves:

- Careful spelling of tier 1 and 2 words, good attempts at tier 3
- Capital letters and full stops correctly used.
- Use of expanded noun phrases
- Correct verb tense for the piece of writing.

As **Mathematicians**, we will:

Become Fluent

- In our times tables knowledge up to 12x12
- Quick recall of additions to 100,1000
- Understand place value and its context

Use calculation

- Formal and informal methods of addition, subtraction, multiplication and division
- To find lengths and perimeters

Reason and problem solve in the contexts of:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Perimeter

Key Vocabulary:

ten thousand, hundred thousand, million digit, one-, two-, three- or four-digit number numeral 'teens' number place, place value stands for, represents exchange the same number as, as many as equal to Of two objects/amounts: >, greater than, bigger than, more than, larger than, sort classify, property, perimeter, addition, decrease, increase, inverse, calculate

As **Scientists**, we will:

- *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, and measure or research the temperature at which this happens in degrees Celsius (°C)*
- *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.*
- *observe how magnets attract or repel each other and attract some materials and not others*
- *compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials*
- *describe magnets as having two poles*
- *predict whether two magnets will attract or repel each other, depending on which poles are facing.*

Key Vocabulary:

Force, Friction, Surface, Magnet, Magnetic poles, Repel, Attract. Ice', 'solid', 'gas' and 'melt', 'evaporation', 'condensation', 'thermometer' and 'temperature'.

As **Historians** we will:

As Historians, we will learn all about the Ancient Romans:

Understand the chronology of the Roman Invasion.

- Compare the similarities and differences between Roman and Celtic artefacts, and explore their historical ruins.
- Understand what it means to invade and settle.
- Use and evaluate different historical sources to aid our knowledge.
- Understand the impact of the Roman Invasion and consider the power of the Roman Army.
- Investigate the Roman Empire's impact on Britain.
- Investigate British resistance e.g. Boudicca and the Iceni tribe.

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As **Designers and Artists**, we will:

- Explore the art work of different influential artists.
- Develop our use and control of pencil skills.
- Improve our shading skills to create different textures.
- Recognise Roman design and architecture, and apply our sketching skills to these designs.
- Design and create a Roman coin holder.

As **Computer Technologists** we will:

- Effective searching
- Hardware Investigators

In **PE** we will:

- Learn the skills and rules needed in Rugby and Rounders.
- Explore how we use balance and shape in gymnastics

In **PSHE** we will:

- Explore whether money matters in our lives, discuss different family expenses and learn how to budget.
- Discuss fair trade, stereotypes and understand how advertising influences our decisions.

As **Musicians**, we will:

- Explore the pitch, chords and melody of tone chimes
- Explore pitched melodies

Key Vocabulary:

Tone, sketch, pencil grade, medium, hard, soft, texture, shadow, light, thread, design, function, needle, usability.

Key Vocabulary:

Easter egg: An unexpected or undocumented feature in a piece of computer software or on a DVD, included as a joke or a bonus.

Internet A global computer network providing a variety of information and communication facilities.

Internet browser A software application used to locate and display Web pages.

Search To look for information. In this case on the Internet.
Search engine A program that searches for and identifies items in a database. Used especially for finding sites on the World Wide Web.

Spoof website Website spoofing is the act of creating a website, as a hoax, with the intention of misleading readers that the website has been created by a different person or organisation.

Website: A set of related web pages.

Key Vocabulary:

Rules, team, assist, basket, block, defend, pass, control, balance, balance beam, apparatus, sequence

Key Vocabulary:

• money, budget, finance, bank, interest rate, advert, stereotypes, gender norms, expenses, fair trade, influence.