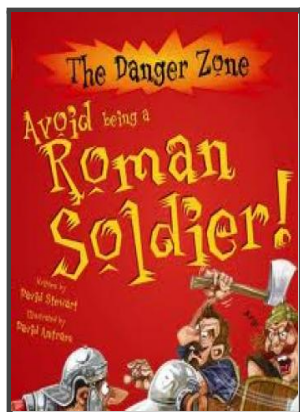


## Year 4



### ***Empire Explorers***

### ***How were the Romans able to keep control over such a vast Empire?***

Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 1	Empire Explorers	Avoid Being a Roman Soldier	History	How to make good choices and safeguard against drug and alcohol misuse

#### **History**

Key Question	Ancillary Questions and content focus	History Objectives	Learning Goal, taken from skills progression document
How were the Romans able to keep control over such a vast Empire?	<ol style="list-style-type: none"> <li>Why did the Roman Emperor Claudius leave Italy to invade Britain?</li> <li>Boudica's Rebellion - what were the reasons for her revolt?</li> <li>How were the Romans able to keep control over such a vast Empire?</li> <li>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived?</li> <li>Why did this great empire come to an end?</li> <li>What have the Romans ever done for us?</li> </ol>	The reasons for the expansion of the Roman empire and how the Romans managed to keep control over such a vast area.	<ol style="list-style-type: none"> <li>To <b>summarise</b> the main reasons why Claudius left Italy and invaded Britain?</li> <li>To <b>research</b> an aspect of Roman culture.</li> <li>To <b>sequence</b> the events of Boudica's revolt.</li> <li>To <b>investigate</b> how images of Boudica differ and why?</li> <li>To <b>explain</b> what made the Roman army good?</li> <li>To <b>understand</b> why the Romans spent so much of their time building roads.</li> <li>To <b>recognise</b> what the Romans have done for us.</li> </ol>

#### **Geography**

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning Goal, taken from skills progression document
How big was the empire? (part of main question)	<p><i>How big was the Roman Empire?</i></p> <p><i>What did the Romans leave behind?</i></p>	<i>(NC) Describe and understand key aspects of human geography, including economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water.</i>	<p>To <b>Identify</b> countries which were part of the Roman Empire</p> <p>To <b>identify</b> local Roman remains and their use (looking at aqueducts and roads, linking to geography objective)</p>

### English coverage

<u>Text types</u>	<u>Outcome</u>
Non-Fiction - <b>information Text</b> (Key text: <i>Avoid being a Roman Soldier</i> )	Children select an aspect of Roman life to focus on, research and produce an information text, independently
Historical Fiction - <b>Characterisation</b>	Children write their own story set in <b>Roman</b> times (Britannia - Roman Boy in Celtic Britain)

### Science coverage

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none"><li>- asking relevant questions and using different types of scientific enquiries to answer them</li><li>- setting up simple practical enquiries, comparative and fair tests</li><li>- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>- identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>- using straightforward scientific evidence to answer questions or to support their findings.</li></ul>

### PSHE coverage

<u>Topic</u>	<u>Objectives</u>
<u>Drug and alcohol education</u>  Drug, alcohol and tobacco education Making choices	LG: To <b>discuss</b> drugs, other than medicines, that are used in everyday life, and why people would choose to use them  LG: To <b>explain</b> the effects and risks of drinking alcohol  LG: To <b>identify</b> the different patterns of behaviour that are related to drug use

### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	<ul style="list-style-type: none"><li>● to appreciate the use of mosaic as an art-form and its importance in Roman culture.</li><li>● To understand the importance of preparatory work in art and design</li><li>● To learn how to make resources for mosaics (handmade paper).</li><li>● To create a mosaic using more natural resources and handmade paper.</li></ul>	Create a mosaic image through the use of handmade paper tiles, using a photograph or original design as a template.
Computing	4.1 We are software developers	Developing a simple educational game (Software developers)

		Scratch - this will carry over into Spring 2 in order to deepen learning.
PE	<p><b><u>Badminton</u></b></p> <ul style="list-style-type: none"> <li>● Hold a racket correctly</li> <li>● Forehand, backhand, smash shots</li> <li>● Use skills to create a rally with an opponent.</li> </ul>	
Music	<p>To learn simple instrumental technique (recorder).</p> <p>To learn short melodies by ear.</p> <p>To link sound with symbol using standard music notation.</p>	Whole class instrument - recorder

**Enrichment**

Visit to Fishbourne Roman Palace.  
Portals to the past Day visitor.

