

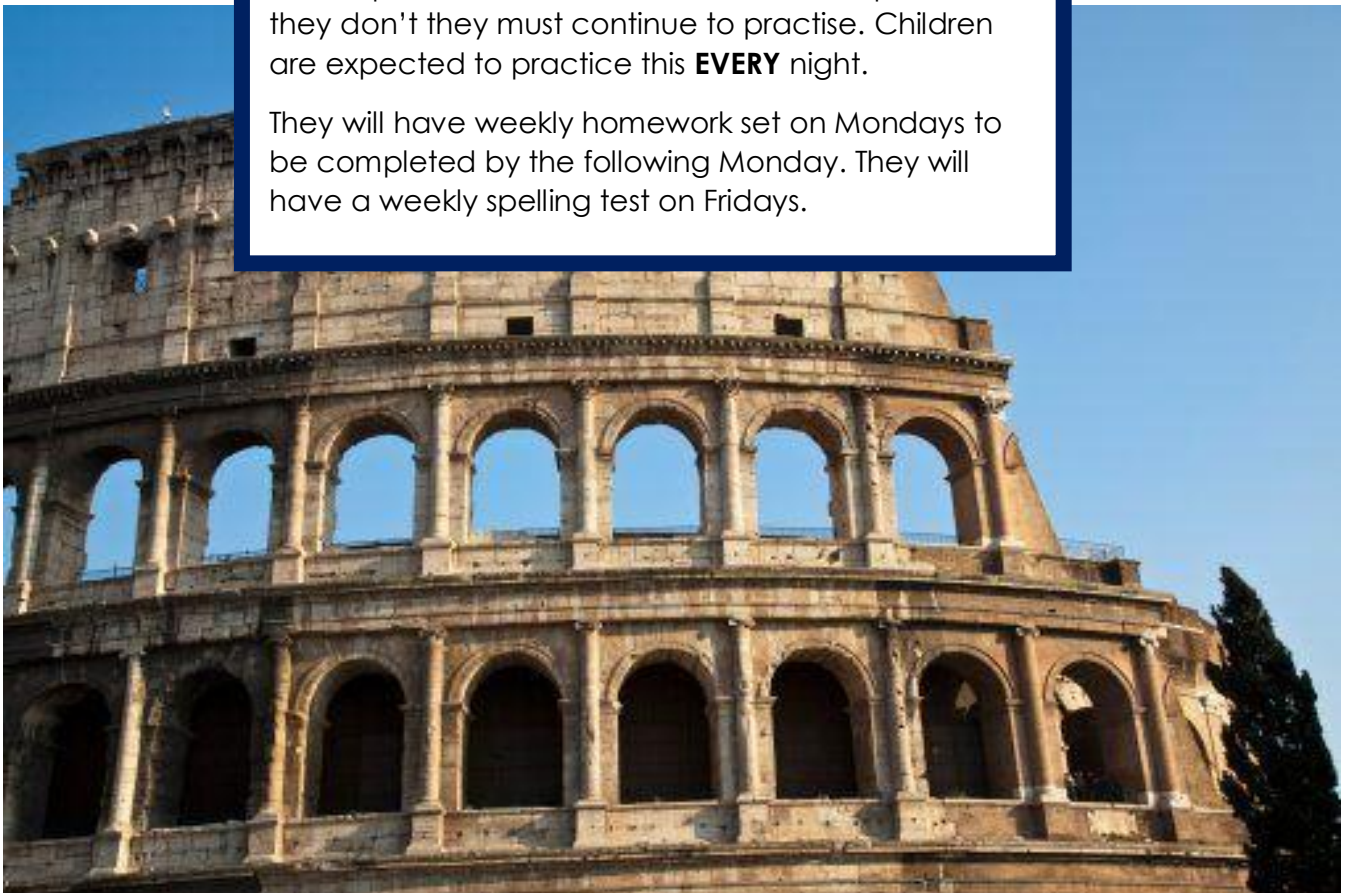
BIG Question: What impact did the Romans have on Britain?

Through this topic the children will embark on a timeline journey to see the development in British history as the Roman Empire attacked our shores. They will study a selection of the Romans, Julius Caesar's dictatorship, the Punic wars and how Rome began. We will consider what life was like in Britain before the Romans invaded and compare it with life after. The children gain an insight on Roman towns, cities, roads, governments and taxes before using that knowledge to learn the story of Boudicca. Finally, they will use all of their knowledge and skills to debate the ways that Britain remained the same after the Roman invasion.

Practise at Home:

Children are expected to read **EVERY** night. They are now expected to know their times tables up to 12 – if they don't they must continue to practise. Children are expected to practice this **EVERY** night.

They will have weekly homework set on Mondays to be completed by the following Monday. They will have a weekly spelling test on Fridays.



Year group: 4 Term: Spring 1

Focus Subject: History

BIG Question: What impact did the Romans have on Britain?

**Enable
Support**

Prepare

Nurture



Key Vocabulary:

Dictatorship, Republic, Punic War, Julius Caesar, army, Iceni tribe, Prasutagus, Boudicca, defeated, battles, taxes, plumbing, sewage, change, century, revolt, conquer, invasion, Celtic, town, city, Solids, Liquids, Gases, Particles, State of Matter, Heat, Substance, Cool, Changes of State, Melting Points, Boiling Points, Substances, Expands, Contracts, Temperature, non-Newtonian Fluid, Enquiry, Comparative, Fair test, Classifying, Prediction, Hypothesis, Accurate, Thermometer, Data, Support, Refute.

Practise at Home:

Times Table Rockstars
Topic Homework Grid
IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Relationships and Health Education:

Catholic Social teaching, our differences are important.
The Trinity

As Musicians, we will:

Develop an understanding of allegro, $\frac{3}{4}$ time, the key signature of G major, minims, dotted crotchets, crotchets and quavers. We will listen to music from a variety of genres such as disco, folk and 20th and 21st century orchestral.

DT: As designers, we will: N/A

Science: As scientists, we will:

Describe what is meant by the property of a substance; name the properties of solids, liquids and gases; explain which state of matter a substance is in based on its properties; describe what a particle is; describe how particles are arranged in solids, liquids and gases; explain how we know particles in liquids and gases are moving; describe what happens to particles when a substance is heated or cooled; predict what happens to a solid, liquid or gas when it is heated or cooled; give evidence to show that each state expands when heated and contracts when cooled; describes what happens to the arrangement of particles when a substance changes state; name each of the changes of state; give an example of each change in state; describe what is meant by melting point and boiling point; describe how it is possible to measure the melting point and boiling point of a substance; suggest which state of matter a substance will be given its temperature; give examples of substances that do not show typical properties or any state of matter; explain how some substances do not show typical properties of one state of matter.



English: As readers and writers, we will:

Develop an understanding of narrative storytelling and persuasive writing. The grammatical difference between plural and possessive -s and appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. Recognising the grammatical differences between plural and possessive -s - Grammatical differences between plural and possessive -s - Revising and extending using apostrophes to mark singular possession in nouns, Recognising the grammatical differences between plural and possessive -s - The grammatical differences between plural and possessive -s, Identify appropriate use of pronoun or noun with and across sentences to aid cohesion and avoid repetition - Revise noun types from previous stages Sort words into word classes, Identify appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Identify and sort types of noun, Identify appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Identify and sort nouns and pronouns and Identify appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Identify and sort nouns and pronouns.

RE: as theologians, we will:

Know and understand:

Belonging to a community
The life of the local Christian community.
Acquire the skills of assimilation, celebration and application of the above.

Scripture:

Romans 12: 8-11 – *God's Story* 3 page 141
(teachers' notes page 159)
Mark 3: 13-19 – *God's Story* 3 page 90
(teachers' notes page 157)
Acts 6: 2-13; 7: 57-60 – *God's Story* 3 page 137



PE: As athletes, we will:

Develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best; work on different technical aspects of jumping and moving; develop and perform a dance sequence which tells the story, change of direction and includes a canon; perform a duet to include shapes, travel movements and changes in speed; perform in a whole class dance in unison and then move into a duet with different travel moves to link the different parts of the dance; perform in a whole class dance, perform in a duet and solo and can move fluently into a rock

Maths: As mathematicians, we will:

Solve problems involving multiplication and addition, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects; multiply two-digit and three-digit numbers by a one-digit number using a formal written layout; Multiply two-digit and three-digit numbers by a one-digit number using formal written layout; solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as objects are connected to objects; solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as objects are

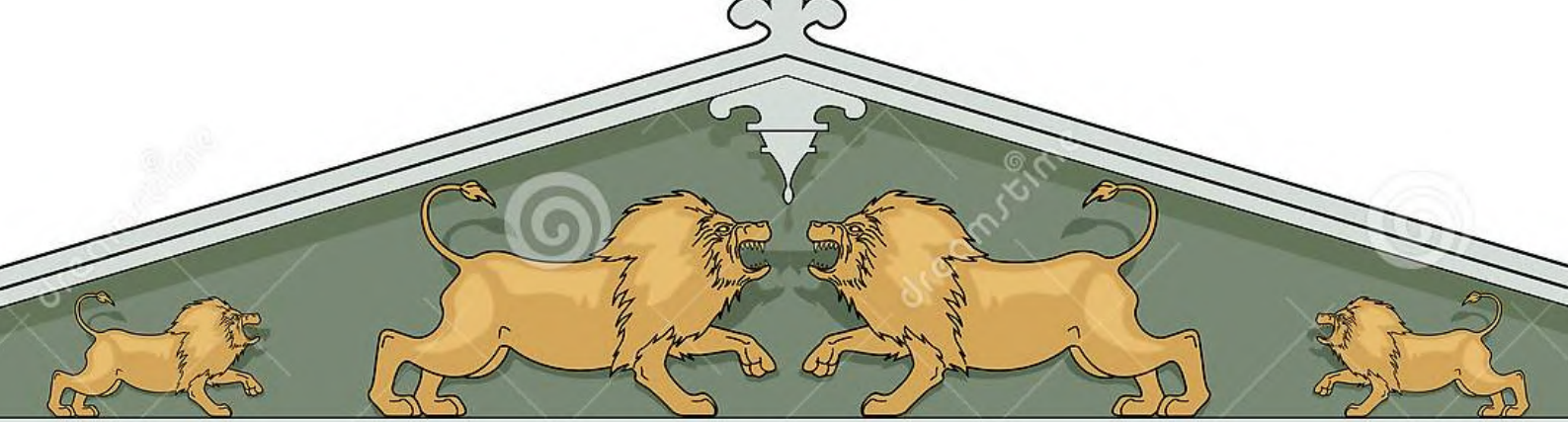
Art: As artists, we will:

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; to know about great artists, architects and designers in history.

Geography: As geographers, we will: N/A

Computing: As programmers, we will

Begin to identify that accuracy in programming is important; create a program in a text-based language; explain what 'repeat' means; modify a count-controlled loop to produce a given outcome; decompose a task into small steps; create a program that uses count-controlled loops to produce a given outcome



Perform

Choose the one thing that interests you the most about the Romans and create a song/poem or rap to explain it. Record/write down your composition or perform it at school.



Investigate

Make a list of objects that we would use now that the Romans used.



Art

Draw yourself as a Roman – you can be any type of Roman you like (soldier, slave, Emperor).



Challenge

Write down a word related to the Romans for each letter of the alphabet. Then write a sentence about each one to explain it!



Y4 Spring 1

How did the Romans impact Britain?



Create

Make a 3D object from Roman times.



Create

Choose a Roman invention. Draw a labelled diagram to show how it works.



Research

Research a famous Italian artist. Can you put the information into a power point presentation?



Rule

If you were the Roman Emperor what new laws would you make and why?

