

Theme Overview

Year	4	Term	Autumn Term 2
Theme	What did the Romans do for us?	Big Question	What did the Romans do for us?
<p>Focus of unit and scope of unit: This unit looks at the impact of the Roman Empire on changes in Britian. The children learn about the spread of the Roman Empire and why they were so successful. They understand the changes that Romans made in Britian including the introduction of Christianity. They learn that history can be presented in different ways and that it is important to use more than one source. The children will learn about the key figures of Julius Ceaser and Boudicca. The children will learn about the Roman Army and make a roman Shield looking at how they were made and strengthened. They will learn about using a criteria to make a project and layering, reinforcing corners and adding frames to create stronger structures. The children will use their shields to act out the tactics of the Roman arms and evaluate their designs.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>The children will work together in groups, sharing ideas and debating through activities such as diamond nines. They will learn to question the structure of slaves and women not voting in Ancient Rome and use this to reflect on equalities.</p>	<p>The children will present the information they have found in their chosen way. They will use descriptions to create illustrations of historical figures. Children will debate historical questions and express these to each other using oracy approaches.</p>	<p>Children will learn to question information from historical sources and that sometimes there are two different accounts of history. The children will plan and evaluate and design to a specific criteria and suggest improvements to their design and Roman shield.</p>	<p>Children discuss the Roman way of ruling through consults and emperor and compare to our systems of democracy. They will learn about the introduction of Christianity. Children discuss that Roman woman and slaves were not allowed to vote and use this to raise issues of equality</p>
Big Start		Big Finish	
Experience		Experience	
Derby Museum Visit		Roman Battle	
		Romans Visit	

Year 4	Term		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>The children have previously learning about the stone age, bronze age and iron age. They have begun to use a range of sources to understand about the past and ask questions.</p> <p>They have begun to understand that there are somethings that stayed the same and some things that have changed.</p>		<p>The children will continue to develop their knowledge that throughout different periods of history there were things that stayed the same and some things that changed and begin to understand why this is. The children will move on from learning about the Roman Empire to other periods of British history.</p>
Knowledge and Skills	Historical Era	Historical Theme	
	<p>The Roman Empire and its impact on Britain (IW)</p> <ul style="list-style-type: none"> Know where Ancient Rome was. Know about the lives of at least two famous Romans. Know that Rome was a very important place and many decisions were made there. Know about at least three things that the Romans did for our country. Know why the Romans needed to build forts in this country. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> describe changes to ways of life and things which stayed the same which happened within the period studied and periods studied in Year 3. 	
	Chronological Understanding		Historical Enquiry and Interpretation
	<ul style="list-style-type: none"> Understand the terms ancient and modern Can explain which periods of time studied occurred before the birth of Jesus and which occurred afterwards, using AD and BC correctly. 		<ul style="list-style-type: none"> Ask questions and find answers about the past Understand that different sources may give conflicting information about the same event <p>Historical Interpretation</p> <ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.
Vocabulary	Ancient Modern Democracy Forts	Historical sources Centurian Invade conquer	Emperor Empire

Design Technology: Strong Roman Shield

Year 4	Term		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously learnt about earthquake towers. They have learnt that triangles help to strengthen structures. They have use layering to support and strengthen structures. They have evaluated their towers.</p>		<p>Children will move onto applying their knowledge of strengthening structures to create a structure for a moving vehicle. They will design their product using expanded diagrams and evaluate their product against criteria.</p>
Knowledge and Skills	Design	Make	
	<ul style="list-style-type: none"> • Create a design to a simple success criteria. • Generate more than one idea for how to create a product. • Gather information to help design a successful product (i.e. by asking others' views and exploring similar products). • Produce a plan and explain it. • Suggest improvements to develop and refine a planned idea. 	<ul style="list-style-type: none"> • Use a range of tools and equipment with increasing accuracy. • Independently measure, mark out, join, assemble materials and components with increasing accuracy. • <i>Persevere and adapt my work when my original ideas do not work.</i> 	Evaluate
	Cooking & Nutrition / Construction & Structures / Textiles / Mechanisms		Famous Designers
	<p><u>Make a Roman Shield</u></p> <ul style="list-style-type: none"> • Know how to strengthen corners • Use layering to stiffen and reinforce materials and designs • Learn to create different textural effects with materials • Design a strengthened structure, linked to the learning project or scheme unit, that is aesthetically pleasing, and select materials to create a desired effect. <p>Begin to measure and cut materials with moderate support</p>		Roman Design
Vocabulary	Strengthen Stiffen Reinforce	Textural layering	