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| Year Group - 4          | Term – Spring 1 |   |
| Name of Unit Overview – | <b>Romans</b>   |   |
|                         |                 | <b>Educating for Wisdom, Knowledge and Skills</b><br>To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.          |
|                         |                 | <b>Educating for Hope and Aspiration</b><br>To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds   |
|                         |                 | <b>Educating for Community and Living Well Together</b><br>To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.          |
|                         |                 | <b>Educating for Dignity and Respect</b><br>That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

### Context, Big Questions and Wider World impact

- ✓ To immerse the children in quality texts and inspire imagination and creativity
- ✓ What did the Romans do for us?
- ✓ What aspects of our life today are influenced by Ancient Rome?
- ✓ How did the Roman Empire rise and fall?
- ✓ How did the Roman Empire change Britain?

| Subject specific learning areas  |   |  |
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| Science  |   | Suggested journey of the unit  |
| Prior learning and where the objectives are revisited later in the year. | Key year group learning   |  |
|  | <p><b>Can we ....?</b></p> <ul style="list-style-type: none"> <li>• Explain eight life processes</li> <li>• Identify vertebrates by their similarities and differences</li> <li>• Describe the characteristics of invertebrates and identify invertebrates in the local area</li> <li>• Create a classification key</li> <li>• Recognise positive and negative changes in the local environment</li> <li>• Consider environmental changes and their impact on endangered species</li> </ul> | <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- Literacy – Non-Chronological Reports</li> <li>- Topic- introducing the Ancient Romans</li> <li>- Science – the eight life processes</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- Literacy – Non-Chronological Reports</li> <li>- Art – Researching Roman Mosaics</li> <li>- Science – identifying vertebrates using their similarities and differences</li> <li>- Topic – Understand Julius Caesar's attempted invasion in 55-54 BC</li> </ul> |

| Humanities – History   |  | Week 3   |
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| Prior learning and where the objectives are revisited later in the year. | Key year group learning  |  |
| Previous years   | <p><b>Can we....?</b></p> <ul style="list-style-type: none"> <li>Understand Julius Caesar's attempted invasion in 55-54 BC</li> <li>Look closely at the Roman Empire by AD 42 and the power of its army</li> <li>Understand the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> <li>Look at how the Roman's impact our lives today.</li> </ul> | <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Literacy – Non-Chronological Reports</li> <li>Art – Mosaics</li> <li>Topic – Look closely at the Roman Empire by AD 42 and the power of its army</li> <li>Science – describe the characteristics of invertebrates</li> </ul> |
| Art and Design & Design Technology                                       |  | Week 4   |
| Prior learning and where the objectives are revisited later in the year. | Key year group learning  |  |
| Previous years   | <p><b>Can we....?</b></p> <ul style="list-style-type: none"> <li>Sketching</li> <li>Painting</li> <li>Materials</li> </ul>   | <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Literacy – Roman Poetry</li> <li>Art – Mosaics</li> <li>Science – create a classification key</li> <li>Topic – Understand the 'Romanisation' of Britain</li> </ul>   |
| Computing and Technological Understanding                                |  | Week 5   |
| Prior learning and where the objectives are revisited later in the year. | Key year group learning  |  |
|  |  | <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Literacy – Roman Poetry</li> <li>Art – Mosaics</li> <li>Science – consider the local environment and think about positive and negative changes</li> <li>Topic – Look at how the Roman's impact our lives today.</li> </ul>   |
|  |  | Week 6   |
|  |  |  |
|  |  | <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>Literacy – Roman Poetry</li> <li>Science – consider how environmental changes impact endangered creatures</li> <li>Topic – Continuing to look at how the Roman's impact our lives today.</li> <li>Art – Mosaics</li> </ul>   |

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| Previous years | <ul style="list-style-type: none"> <li>• Learn rules for creating neat word processed documents</li> <li>• Create online quizzes</li> <li>• Produce a multimedia video topic with music and narration.</li> </ul> |  |
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| Vocabulary<br>Oracy activities | Ambulance<br>Curious<br>Fortnight<br>Nonsense<br>Behaviour<br>Emergency<br>Generous<br>Ordinary<br>Strange<br>Favourite<br>Learned<br>Refugee<br>Bullies<br>Because<br>Marching<br>Scrunched | Immersion Activity-<br><b>What do they need to know? How are you going to motivate and inspire learning within the topic?</b> | <p>'The Battle of the Mugger' immersive activity.<br/>Pretending to be Roman soldiers trying to take hold of the mugger against the opposite class.</p> <p>Creating discussions and bringing forward feelings to then use in literacy. Such as, is it fair to take what is not yours even if you want it?</p> |
|                                |  | Trips/ Visits / Experiences   | Interacting with the Year 3 classes and negotiating an invasion solution  |

#### Discrete subject learning focus areas

|       |                                   |               |  |
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| Music | Ukeleles                          | RE            | Discovery RE – Judaism<br>Considering how important it is for Jewish people to do what God asks them |
| PE    | Real PE – Unit 3 Cognitive Skills | PSHE          | Healthy Eating –<br>Looking at a balanced diet, a healthy plate and the main food groups.            |
| MFL   | Spanish                           | International |  |

#### International Education (IE)

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| ✓ | <p><b>International Targets (choose all that apply):</b></p> <ul style="list-style-type: none"> <li>• Locate and identify countries on a map and providing the international context for this topic</li> <li>• Understanding different cultures, values and customs</li> </ul> | <p><b>International Tasks:</b><br/><i>Starters/Plenaries/ 15-30-minute activities</i></p> <ul style="list-style-type: none"> <li>• Understanding how volcanoes are formed and where in the world they are. Looking at the risks and benefits of living near volcanoes and</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Similarities and differences between UK and other countries</li> <li>• Building tolerance and respect for other cultures</li> <li>• Understanding details, similarities and differences of the lives of others, past and present</li> <li>• Trade, tourism and travel (to and from UK)</li> <li>• Identify activities and habits which are different from but equal to their own</li> <li>• Significance of relevant celebrations / rituals</li> <li>• Recognising individuality and independence of separate cultures</li> </ul> | consider the relative safety of our country compared to others. |
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| <b>Final quality products</b>                 | Quality artwork for display: <ul style="list-style-type: none"> <li>• Antient Rome architecture drawings</li> <li>• Roman self-sculptures</li> <li>• Head wreaths</li> </ul>      | <b>Home learning opportunities</b> | <ul style="list-style-type: none"> <li>✓ TTRockstars in preparation for timetable assessment</li> <li>✓ Share on Seesaw what we have been learning</li> </ul> |
| <b>ECO</b>                                    |   |                                    |   |
| <b>What could we do to make a difference?</b> | Food miles – how far has your packed lunch travelled?<br>Where does our energy come from?<br>Classroom energy challenge – turning off lights and board, using less resources, etc |                                    |   |