

Autumn Term - Romans - Year 4/5

Coverage:

To find out about the Romans:-

- To learn about the Roman Empire and its impact on Britain
- Find out about Julius Caesar's attempted invasion in 55-54 BC
- Explore British resistance, for example, Boudicca
- To investigate daily life in Roman times
- To find out about Roman life in the wider locality.
- Research the successful invasion by Claudius and conquest, including Hadrian's Wall

KEY QUESTIONS:

1. Who were the Romans?
2. Where did the Romans come from?
3. How did they control such a big empire?
4. Why did the Romans invade Britain on the edge of the empire?
5. What was important to Romans?
6. When did they come to Britain and when did they leave?
7. Who was Boudicca and why did she stand up to the Romans?
8. What is an amphitheatre?
9. Who was Julius Caesar?
10. What did the Romans believe?
11. Where was Hadrian's Wall?

KEY VOCABULARY

ROMANS

TOPIC VOCABULARY ACTIVITY

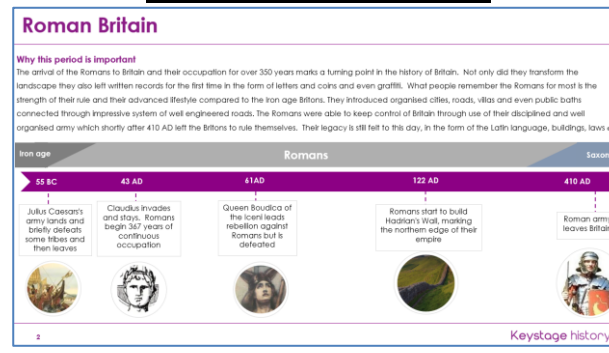
Here are some words which we will be using in our new topic - 'Romans'. Look up the meaning of each word and write the definition.

Topic Word	Definition
Forum	
Temple	
Invasion	
Aqueduct	
Empire	
Emperor	
Gladiator	
Amphitheatre	
Latin	
Fort	

Enrichment and Pupil Leadership:

- MacMillan Coffee Morning
- Collective Worship - Pupil led assemblies
- Harvest Service - Tewkesbury Food Bank
- Bikeability
- Chedworth Roman Villa Visit

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Christian Value: Thankfulness



Key Skills and Knowledge:		
Science: States of Matter - 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.	History: - The Roman Empire and its impact on Britain - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	Geography: Weather - Ask and respond to questions and offer their own ideas - Collect and record evidence - Make a map of a short route experienced, with features in correct order - Draw a sketch map from a high view - Begin to identify significant places and environments and their associated weather and climates
Computing: Systems and Networks - explain that computers can be connected together to form systems - recognise the role of computer systems in our lives - recognise how information is transferred over the internet - explain how sharing information online lets people in different places work together - evaluate different ways of working together online	Design and Technology: Food - Select appropriate materials, tools and techniques - Use skills in using different tools and equipment safely and accurately - Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens - Weigh and measure accurately (time, dry ingredients, liquids) - Evaluate their work both during and at the end of the assignment	Art: Collage - Explore using a variety of materials - Investigate different techniques of cutting, folding and overlapping - Use a mixture of techniques to create imaginative pieces - Collect images and information independently in a sketchbook. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. - Find out about great artists, architects and designers in history

<u>Music: Feelings Through Time</u> Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. • Sing songs with increasing control of breathing, posture and sound projection • Sing songs in tune and with an awareness of other parts • Listen and Respond • Play Instruments with the Song • Learn to Sing the Song Composing and Improvising	<u>P.E: Invasion Games</u> • use running, jumping, throwing and catching in isolation and in combination • play competitive games • develop flexibility, strength, technique and control • work in pairs and in a team • use strategies and skills • evaluate and recognize success and areas to improve	R.E: Unit - <u>'What is the Trinity and why is important to Christians?'</u> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • Think, talk and ask questions about living in an amazing world • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like
<u>French: 'Encore'</u> • Understand how to describe people and nationalities • Learn to give characteristics using adjectives	<u>PSHE: Being Me in My World</u> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as a group, listening and communicating effectively • Be able to help friends make positive choices • Know how to regulate their emotions	English Guided/Shared Text: <i>Rampaging Romans</i> - Jeremy Strong Guided Reading - <i>Mary Anning</i> Homework: Daily Reading Weekly Maths Folen Sheets Bug Club Spellings and Tables