



Ancient Rome

Year 4 | Spring 1

CURRICULUM SPOTLIGHT: History | Science | PRE

ENQUIRY

What was the legacy of the Roman Empire in Britain?

OUTCOMES

Published piece of writing to answer the enquiry question

VOCABULARY

History: Basilica, Centurion, Emperor, Empire, Gladiator, Conquer, Colosseum, Amphitheatre, Aqueduct, Bath House, Mosaic, Temple, Villa, Chariots, Barbarian, Forum, Senate, Uprising, Legion, Rebellion

Science: Plant, root, stem, truck, leaves, stem, grow, water, transpiration, life cycle, nutrient, soil, transport, flower, pollination, seed dispersal

KEY TEXTS

Escape From Pompeii

So you think you've got it bad? A kid's life in Ancient Rome

Queen of Darkness

Meet the Ancient Romans

BACKGROUND KNOWLEDGE

<https://www.history.org.uk/primary/resource/9227/primary-history-summer-resource-2017-roman-britain>

Ancient Rome (DK Eyewitness 2015)

<https://www.britannica.com/place/ancient-Rome>

<https://www.youtube.com/watch?v=GXoEpNjgKzg>

RESOURCES

Ancient Rome loan box, card and coloured pens, line guides, coloured paper, mosaic tiles

CORE CURRICULUM LEARNING OUTCOMES

English	Mathematics	Physical Education	PSHCE
<p>Spelling</p> <ul style="list-style-type: none"> - Phonemes: f, g, j, k, l, m <p>Grammar</p> <ul style="list-style-type: none"> - Multi-clause sentences - Non-fiction organisational techniques 	<p>Multiplication and division</p> <p>Review 3x, 4x, 6x, 8x, 9x tables 7x, 11x, 12x tables Multiplying by 1 and 0 Multiply 3 numbers</p> <p>Perimeter and area</p> <p>Calculate rectangles Regular shapes</p>	<p>Cognitive</p> <ul style="list-style-type: none"> - Dynamic balance- one a line - Coordination- Ball skills - Cricket 	<p>Working together</p> <p>What am I good at? What are others good at? How can I share my views effectively?</p> <p>Financial Capability</p> <p>What do saving, spending and budgeting mean to me?</p>
Science	PRE	Art	Spanish
<p>Sound</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases. 	<p>Buddhism</p> <p><i>Substantive Knowledge</i></p> <ul style="list-style-type: none"> • Understanding the Buddha’s teaching that everything changes • Understand the Buddha’s belief that suffering is caused by greed and selfishness <p><i>Disciplinary Focus</i></p> <ul style="list-style-type: none"> • Evaluating: Children to give examples of how Buddhist’s could put the Buddha’s teaching into practice • Personal reflection: Children to reflect on how they can make the world a better place 	<p>Drawing</p> <ul style="list-style-type: none"> • Develop techniques to create intricate patterns with a range of media • Identify and draw the effect of light • Further develop drawing featuring the third dimension and perspective <p>Painting and colour</p> <ul style="list-style-type: none"> • Make tints, tones and shades using white, grey and black • Explore different brush strokes and why / when they might be used 	<p>My home</p> <p>intermediate language unit</p>
History	Computing		
<p>Topic Knowledge</p> <ul style="list-style-type: none"> - Understand how the Roman Empire begun and spread to Britain - Know how the Roman Empire was ruled - Know the impact on a locality in Britain (case study) <p>Disciplinary knowledge</p> <ul style="list-style-type: none"> - Cause and consequence 	<p>Computer Science</p> <p>Substantive knowledge</p> <p>Coding is used to make computers complete a set of functions. Different types of code can be used for different functions. Logical reasoning is used to explain how algorithms work and to detect and correct errors in algorithms and programs. This can be used to make predictions. Understand that changing an algorithm/ instructions will change the output. Predictions can be made about the impact. There are different types of programming language. We are using block coding.</p> <p>Procedural knowledge</p> <p>Adept at debugging algorithms that are being developed. Make predictions by looking at algorithms and explain logical reasoning behind decisions. Create programs to accomplish specific goals. Using an increased number of digital devices (laptops)</p>		

