

Medium-Term Planning Format		
Cohort	Year 4	
Enquiry Question (QUESTIONING)	What did the Romans do for us?	
Enquiry Driver	History/Geography	
Enquiry Enhancer	Design and Technology	
Main Enquiry Theme	Learn about the Roman Empire and how it has helped to shape our lives today	
National Curriculum Objective	<p><u>History</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. <p><u>Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><u>Design and Technology</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	
Key Knowledge and Skills (driver)	<p><u>History</u></p> <ul style="list-style-type: none"> • Can I explain how Britain changed from the Iron age to the end of the Roman occupation? • Can I talk about how the Roman occupation of Britain helped to advance British society? • Can I explain how there was resistance to the Roman occupation and know about Boudica? • Can I talk about at least one famous Roman emperor? • Can I understand the concept of change over time representing this, along with evidence, on a timeline? • Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? • Can I explain why Britain would have been an important country to have invaded and conquered? <p><u>Geography</u></p> <ul style="list-style-type: none"> • Can I use a map to locate European countries and capitals? 	

<p>Key Knowledge and Skills (enhancer)</p>	<ul style="list-style-type: none"> • Can I apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs)? • Can I strengthen materials using suitable techniques? • Can I improve upon existing designs, giving reasons for choices? <p><i>(Children will design and make Roman shields)</i></p>													
<p>Main Text</p>	<ul style="list-style-type: none"> • Avoid being a Roman Soldier by David Stewart. • What the Romans did for us by Alison Hawes. • You wouldn't want to be a Roman Soldier by David Stewart. 													
<p>Main Writing Genre</p>	<p>Non-chronological Report</p> <p>Letters</p>	<p>The children will produce non-chronological reports about the life and times of the Romans.</p> <p>The children will write letters as though they are Roman soldiers.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="925 1019 1093 1254"> <p>NON CHRONOLOGICAL REPORT</p> <ul style="list-style-type: none"> HEADING Introduction-what your report is about Sub heading-Paragraph 1 Sub heading-Paragraph 2 Sub heading-Paragraph 3 Sub heading-Paragraph 4 Closing paragraph- what is your report Date of pictures/photos to support your report </div> <div data-bbox="1252 1041 1404 1254"> <p>LETTER</p> <ul style="list-style-type: none"> Your Address Date Dear... Mr Smith, Sir, Your Opening paragraph 1 Paragraph 2 Paragraph 3 Closing statement Yours/ PS </div> </div>												
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Balestra school workshop-Roman Workshop</p> <p>Chester Dewa Roman Experience</p>													
<p>Subsidiary Enquiries</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">LC1</td> <td>Who were the Romans?</td> </tr> <tr> <td style="text-align: center;">LC2</td> <td>What was life like in Britain before the Romans?</td> </tr> <tr> <td style="text-align: center;">LC3</td> <td>Why did the Romans invade Britain?</td> </tr> <tr> <td style="text-align: center;">LC4</td> <td>Which countries did the Romans invade?</td> </tr> <tr> <td style="text-align: center;">LC5</td> <td>Who lead the Romans and who was Boudicca?</td> </tr> <tr> <td style="text-align: center;">LC6</td> <td>What did the Romans invent that we use today?</td> </tr> </table>		LC1	Who were the Romans?	LC2	What was life like in Britain before the Romans?	LC3	Why did the Romans invade Britain?	LC4	Which countries did the Romans invade?	LC5	Who lead the Romans and who was Boudicca?	LC6	What did the Romans invent that we use today?
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<p>Reflection of Learning (SHARING)</p>	<p>Children to produce leaflets about the Roman Empire and what impact they have had on Britain today- SHARE with another class.</p>													

Potential Sticky Knowledge

- Romans inhabited Britain for almost 400 years from 43AD to 410 AD.
- Romans used to wash clothes in urine!
- The Romans invented fast food! They introduced food stalls nicknamed 'food on the move'.
- Julius Caesar was the best-known Roman leader. He created the Julian Calendar, which the calendar we use today is based on.
- The Romans left their mark on Britain leaving us new towns, plants, animals, religion, and ways of reading and counting.
- Two brothers, Romulus and Remus, who were abandoned after they were born, created Rome.
- Hadrian's Wall is a long wall (73m) built by the Romans across the north of England. It was built to create a defendable border between southern Britain and the unconquered north.

Knowledge Organiser

The image shows a 'Year 4 Knowledge Organiser' for 'Autumn 2' with the theme 'What did the Romans do for us?'. It includes a 'Subject Specific Vocabulary' table, 'Sticky Knowledge about the Romans', 'Exciting Books', 'Learning Challenges', and a 'TIMELINE' of Roman history.

Subject Specific Vocabulary	
Amphitheatre	Where the Romans would go to be entertained.
Aqueduct	A manmade channel used for delivering water to Roman towns.
Ballista	A term used by the Romans to refer to people who lived outside the Roman Empire.
Century	A division of the Roman army made up of 80 soldiers and led by a centurion.
Consul	The highest position in the Roman government.
Emperor	The leader of an empire, similar to a King or Queen.
Gladiator	A person who fought for the entertainment of the Roman audience.
Invasion	One country attacking another to take it over.
Legion	A unit of the Roman army, it had 4,000 to 6,000 soldiers in it.
Mosaic	One picture made up of thousands of small tiles.

Sticky Knowledge about the Romans

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Exciting Books

Learning Challenges:

- LC1 Who were the Romans?
- LC2 What was life like in Britain before the Romans?
- LC3 Why did the Roman invade Britain?
- LC4 Which countries did the Romans invade?
- LC5 Who led the Romans and who was Britain?
- LC6 What did the Romans teach the UK use today?

TIMELINE

753 BC	27 BC	AD 43	AD 60	AD 79	AD 82	AD 88
Rome founded by Romulus and Remus.	The Roman Republic is established.	Julius Caesar invades Britain.	Roman conquest of the British Isles begins.	Pompeii is destroyed by a volcanic eruption.	Hadrian's Wall is built.	Rome is sacked by the Visigoths.

Other curriculum areas which are to be taught discretely:

Religious Education

- What are the deeper meanings of the festivals?**
- Can I identify and describe how festivals from at least three religions are celebrated?
 - Can I highlight and explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show?
 - Can I make simple connections between sacred texts and the practice of religious festivals today?
 - Can I describe how people show devotion to God and commitment to key values in their festivals?
 - Can I identify similarities, differences and generalities in relation to the festivals studied?
 - Can I raise questions about what is worth celebrating and why, suggesting answers of with my own reasons?
 - Can I make links between different religions, which all celebrate the triumph of goodness over evil?

PSHCE

- Looking after me**
- How do I do emergency first aid?
 - Am I at risk?
 - How do I stay safe online?
 - Am I safe on my mobile phone?
- (see Talking Points curriculum for the full programme breakdown)

Music

See The Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 2- Glockenspiel -Stage 1

Physical Education	<p><u>Gymnastic Activities</u></p> <ul style="list-style-type: none"> • Can I use a great number of my own ideas for movement in response to a task? • Can I choose and plan my own sequences of contrasting actions? • Can I begin to evaluate my own and other gymnasts' and suggest ways to improve and share examples? • Can I link movements together with precision? 		
Computing	<p><i>See DB Primary Programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 20: Programming and Information technology</p>		
MFL	<p><i>See The Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>My Local Area, Your Local Area</p>		
Science	<p><u>States of matter</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Can I explain the part that evaporation and condensation has in the water cycle? 		
Additional Links	British Values	Outdoor Learning	Community
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
		<p>Children to be given a menu style challenge where they can choose an activity to undertake from a selection of different tasks relating to the Romans.</p>	