

# prospects



## Roman Rule Year 4

### Essential Knowledge

#### By the end of this unit children will know...

- Use primary and secondary sources of information to learn about whom the Romans were and where they came from as well as identify features of Roman entertainment, Roman gladiators, the Roman Army and the main Emperors of Rome.
- Explore key concepts related to 'invading' and 'settling'.
- Understand what made the Roman Army so powerful and formidable.
- Use their scientific knowledge of forces and their design technology skills to make their own Roman catapult.
- Understand the factors that led to the fall of the Roman Empire.
- Identify how the Romans have influenced our lives today.
- Investigate the significance of Mosaic Art in Roman times and to experiment with this technique.
- Explore the impact of Roman beliefs in relation to Roman Gods.

### Launch

#### Visits and Experience

Excursion to a Roman Village.

### Explore

#### Romans in the Local Area

Children are to explore through research the lives of Roman soldiers and Gladiator; then to explore the impact of the Roman Invasion on our lives today in our local area.

### Energise

#### Battle Re-enactment

Children to re-enact a Roman battle. Throughout the day, children to use knowledge and understanding from the topic so far to develop the persona of a Roman soldier. Children are to design and make weapons and a shield.

### Celebrate

#### Come and Share

Invite parents and carers into school for a celebration event.

## Core Subjects:

Links to theme

### English

- Write a recount of a battle from a Roman soldier's point of view.
- Write an information page about Roman weaponry.
- Write a play about a Roman battle.

### Mathematics

#### Measures

- Children to make a catapult and measure the distances travelled using different materials. To convert units of measure.

#### Number

- To order and compare dates within and beyond the Roman Empire.

#### Geometry

- To use symmetry to create mosaic art.

### Science

#### Friction

- To use catapults to investigate friction linked to forces.

## Roman Rule Year 4: Theme Content

### Personal Development

#### Spiritual

- Compare laws and rules within the Roman Empire.
- To look at Roman Gods, the roles and responsibilities they held and how they were symbolised.
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, **including** early Christianity.

#### Moral

- To look at how the Roman Empire was led and discuss the effects of democracy within an empire.

#### Social

- Children to work collaboratively.
- Discuss the use of rules and laws within Roman society and how it may've been different if the rules were different.

#### Cultural

- Explore the Roman way of life and discuss how traditions affected daily life.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- To evaluate primary and secondary sources to find out about Caesar's attempted invasion in 55-54BC, Augustus, the successful invasion by Claudius (including Hadrian's Wall) and the Roman Empire.
- To trace and understand Britain's role within the Roman Empire.
- To use evidence to ask questions and understand the decline and fall of the Western Roman Empire and its impact on Britain.

##### Geography:

- Use maps and atlases to locate where Romans travelled from and where they settled.

#### Art and Design and Design Technology

##### Art:

- To use Roman influence in order to design and create a mosaic made of paint and square wooden doweling.
- To use sketching to design and create a poster to advertise a new museum attraction.

##### Design and Technology:

- To analyse, design and create a catapult.

#### Music, Languages and Physical Education

- To create a piece of warrior music.

#### Computing

- To use programming to create invasion Art linked to a Roman battle.

# Roman Rule Year 4: Links to National Curriculum Framework

## Core Subjects:

### English

- Create characters, settings and plots.
- To compose and rehearse sentences orally.
- Write for a range of purposes using the main features identified.
- Ask questions to improve understanding.
- Retrieve and record information from non-fiction texts.

### Mathematics

- Measure and mark to the nearest millimetre.
- Read Roman Numerals up to 100.
- Order and compare numbers beyond 1000.
- Complete a simple symmetrical pattern with a specific line of symmetry.

### Science

- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product.

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- To suggest and evaluate sources of evidence using appropriate vocabulary.
- To describe different accounts of historical events
- To use evidence to ask questions in order to understand
- To suggest causes and consequences of events in history
- Describe changes that have happened in the locality of the school throughout history.
- Place events and historical figures on a timeline using dates.

#### Geography:

- Use maps and atlases to ask and answer geographical questions
- Name and locate countries within Europe
- Describe using geographical vocabulary how the locality of the school has changed over time.

### Art and Design and Design Technology

#### Art:

- Comment on art work using visual language and use tessellation, mosaic and montage techniques.
- Select and arrange materials for a striking effect.

#### Design and Technology:

- Choose suitable techniques to construct products.
- Refine work and techniques as work progresses, continually evaluating the product design.

### Music, Languages and Physical Education

- Choose, order and combine sound to create an intended effect.

### Computing

- Control the shade of pens to create an intended effect.

## Rule Year 4: Assessment Opportunities/Tasks within theme

### Core Subjects

#### English

- Children to write a recount using correct structure and features.
- Children to use organisational features and specific vocabulary in an information text.
- Children to use speaking and listening skills as well as understanding of characters thoughts and actions to write, rehearse and perform a Roman play.

#### Mathematics

##### Measures

- Children demonstrate the ability to measure and draw lines accurately, using estimates to predict and check.

##### Number

- Children to successfully order and compare numbers beyond 1000 on a timeline.

##### Geometry

- Children to use their understanding of symmetry to create mosaic art.

#### Science

##### Friction

- Children to successfully investigate the effect of different forces.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- Children to successfully evaluate primary and secondary sources
- To create a detailed fact page based on a range of sources
- To use speaking and listening skills to generate questions and suggest reasons for the rise and fall of the Roman Empire.

##### Geography:

- Use maps and atlases to locate where Romans travelled from and where they settled.

#### Art and Design and Design Technology

##### Art:

- Can the children use given materials to create an effective mosaic?

##### Design and Technology:

- Can the children select materials in order to create an effective catapult?

#### Music, Languages and Physical Education

##### Music:

- Can the children use dynamics, tempo and timbre to create the stages of a battle?

#### Computing

- Can the children use a paint program to alter the effect of a photo to create different effects?