







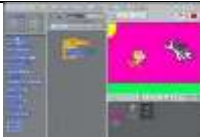





# Romans

## Y4 Main Overview (Summary of Topic/Key Information)

This term, Whitebeam class will be learning about the Romans. We will learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. We hope this topic will enthuse you and give you a better understanding of how the Romans influenced British life.

Key Facts		<p>Around 2,000 years ago, Britain was ruled by tribes of people called the Celts. But this was about to change. For around a century, the Roman army had been building an Empire across Europe. Now it was coming for Britain! In <b>AD43</b>, the full might of the Roman army landed on the beaches in Kent. Over the next year it battled inland, storming through hillforts and chopping down anyone who stood in their way.</p>	
Key Questions	<p>Who were the Romans?          What is the Roman Empire?          Where was the Roman Empire?          How did the Romans influence British life?          What did the Romans leave in Britain when they left?</p>		
<b>Subject</b>	<b>Key Skills Covered</b>		<b>Key Vocabulary</b>
<p>History</p> 		<p><b>The Romans</b> the children use words and phrases relating to the passing of time (modern, recent, long ago). They will also be introduced to the Romans: learn a bit about the history of Rome – legend and fact – and understand where in Europe Rome is and how the Romans came to extend their influence and create such a large and influential empire.</p>	<p>Modern, long ago, past, recent, changes, older, new, contemporary, describe, the Romans, Rome, empire, influence, impact, key events, key people.</p>
Geography	<p><b>Regions and weather in the UK</b> – We will name and locate the counties in the UK. We will also ask and respond to geographical questions about the weather conditions and patterns in the UK and Europe. e.g. What type of weather does the UK have? What is the weather like in Europe?</p>		<p>UK, similarities, differences, weather, temperature, location, map, conditions, county.</p>
Science	<p>This term, the children will explore two areas of science: <b>Sound</b> and <b>States of Matter</b>. When learning about sound, the children will identify how sound is made and associate this with something that is vibrating. They will learn how sound travels and explore patterns in both pitch and volume, as well as the strength of vibration used to create the sound. When learning about states of matter the children will explore a variety of everyday materials and group them according to whether they are solid, liquid or gas. They will observe that some materials change state when heated or cooled. They will also identify the part evaporation and condensation play in the water cycle.</p>		<p>experiment, pitch, volume, vibrate, strength, sound, absorb, matter, freezing point, melting point, boiling point, evaporation, condensation, matter, water cycle, particles</p>
Art	<p>In Art, the children are going to create their own mosaics and collages. They will be experimenting with different techniques to create Roman mosaics and also, learn about Lola Dupre's artwork to inspire our collages.</p>		<p>Mosaic, geometric, symmetric, coloured, observe, assess, model, collage, illustrate.</p>

	<p>Art History: The Romans, Lola Dupre</p>  <p>Roman mosaic</p>  <p>Lola Dupre</p>	
DT	<p>In DT, we will use various resources to create Roman catapults and use them on different surfaces.</p> 	Structure, catapult, stiffen, materials, surface.
Music	<p>The children will be learning about Musical structures and Exploring feelings when you play. We will discuss how musical sections repeat or change to help create the structure, or form, of a piece of music or a song. We will also look at verses and choruses and how they repeat or alternate to provide structure in music.</p> 	Songs, listen, pattern, pulse, rhythm, pitch, verse, chorus, texture, dynamics, tempo, clap, steady, beat, glockenspiel.
PE	<p>Indoor PE this term will focus on <b>dance</b> and <b>gymnastics</b>. With the support of a range of stimuli, the children will be exploring ways of performing exploring different levels, travelling direction, energy, strength and styles. They will observe and assess their own, paired and group performances. They will also learn how to perform a teddy bear roll and bunny hop. In outdoor PE our focus is tag rugby. The children will be learning how to tag safely, evade the opposition and throw sideways and backwards.</p>	Collaborate, evaluate, control, precision, cannon, sequence, mirroring, transition, sequence, apparatus, tactics, evade, dart
Computing	<p>In Computing, we will talk about on-line safety at the beginning of the term and then use Scratch to create a conversation about the use of a catapult. We will also use technology safely, respectfully and responsibly.</p> 	Scratch, on-line safety, acceptable, unacceptable, safely, responsibly, dialogue, codes.
RE	<p>In RE, our enquiry question is: <b>Where do Christian religious beliefs come from?</b> The children will explore different sources of authority for Christians and reflect on this. They will also investigate the relevance of the crucifixion to Christians and have a chance to speak and pose questions to a reverend. Our second enquiry question is <b>What do we mean by truth? Is seeing believing?</b> Children will explore the different views about the nature and existence of God.</p>	Bible, atonement, sacrifice, prophecy, messiah, incarnation Proof, Reality, Evidence, Truth, Axiom, Burden of Proof, Logical Fallacy, Ultimate Reality
PSHE	<p>For PSHE we will be learning about good and 'not so good feelings' and how they affect our physical state. We will explore positive healthy relationships and look at strategies for bullying. We will also discuss how we are all different and look at some common stereotypes.</p> 	Feelings, physical effects, sad, lonely, dissatisfied, assured, confident, peaceful, sharing, acquaintance, stereotype, similarities, responsibilities, respect
English	<p>In English, we will read The Secrets of Vesuvius and create mystery stories, diary entries, poetry and newspaper articles.</p> 	Story, setting, characters, plot, language, purpose, structure, presentation.
Maths	<p>We will start off Year Four by focusing on place value, we will then move on to working on addition and subtraction before moving on to area. We will finish the term by working on multiplication and division. In our Ten Minute Maths sessions we will focus on learning our times tables and we will do a weekly times tables challenge to check and improve our scores each week.</p> 	Place value, numerals, ones, tens, hundreds, thousands, grid, length, perimeter, measurement, cm, m, km, multiply, groups of, divide, share, equal/equally, times tables.

