


Science		History – The Roman Empire		Geography	
		Key Theme: Legacy		(History Theme)	
Working scientifically	Knowledge	Concept	Knowledge	Concepts	Knowledge
Taps: Investigating ice cubes Plan: Suggesting the appropriate enquiry to make. Recognising when a test is fair and suggesting ways to keep it fair. Do: Present findings using scientific vocabulary Record: Their findings in writing Evaluate: Explain their findings in writing	States of matter What are the different states of materials? (gas, liquid and solids) Can I group materials according to their states? How do some materials change state when they are heated or cooled? At what temperature do these changes happen (in degree Celsius)? What is evaporation and condensation and how do these influence the water cycle? What happens to water as it is heated and cooled to various temperatures?	Significant events and people	Who were the Romans? Who were famous Romans and what do we know about them? Who was Boudica and why did she become so famous?	Place	
		Context and chronology	When did the Romans invade Britain (timeline including Stone Age/ Iron Age/ Current Day and other known periods)	Location	What are the names of the main countries in Europe? What are the major cities of these countries? Can I identify these countries and cities on a map? (Link to Roman Empire)
		Similarity and difference	How did daily life change under the Romans? How did Roman times compare to other known time periods (stone Age/Iron Age)	Geographical skills and field work	Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information Investigate places at more than one scale Use letter/no coordinates to locate features on a map confidently Locate places on a large scale map/globe
		Continuity and Change	What was Britain like at the time the Romans invaded and how did it change?		
Vocabulary locality	Living things Habitats Environment Identification key Characteristic	Cause and consequence	Why did they leave? How has Roman Civilisation influenced Modern Day?	Environment	
		Historical enquiry	Reliability of sources / Seeking further evidence Roman History visitor to school with artefacts	Physical and human processes	What are the key physical and human characteristics of these countries?
		Vocabulary	mosaic, Roman numerals, hieroglyphs, invader, gladiator, archaeologist, slave, Christianity, ruler, emperor, aristocracy, democracy, republic, governor, empire, rights, equality society, hierarchy, Gods, goddesses, priest, temple, deity, sacrifice, hill fort, Stonehenge Era, BC, AD, ancient, decade, exhibit, primary source, secondary source, remains	Vocabulary	Europe, Roman Empire, major cities, countries, coordinates, scale, satellite images, Ariel photographs, globe, significant places, environments, human and physical characteristics

Art and Design		Music (Charanga)		
Artist/s	Antoni Gaudi (1852-1926) – mosaics	 Year 4 Theme 1 What did the Romans do for us?	Charanga	Theme 1
Area of Study/activities	Visual: Roman mosaics were a common feature of buildings across the empire. Not only are mosaics works of art but they are also a record of everyday items; clothes, food, tools, weapons, etc. Study examples and compare to the work of Gaudi. Technical: In sketch books design their own mosaic, including colours, textures etc. and then produce it using clay tiles. Personal and conceptual: Compare their finished art to their sketches. What worked well? What could have been improved?		Title	Flute Step 1/2
Vocabulary	Mosaic, texture, clay, Gaudi, mouldable		Style	Instrument tuition from Services for Education (See Charanga for lesson planning)
Art form	3D Mosaics		Performance	Carol service/ Class assembly

Design and Technology		Religious Education		MFL - French	PSHEC & Relationships	Computing				
Area	Structures	Disposition	Content	<p align="center">Gramacri French</p> <p align="center">Unit 6/7</p> <p align="center">All about me</p> <p align="center">French Phonics</p> <p align="center">(See Gramacri planning for further information)</p>	Concepts	Knowledge	Skills	Knowledge		
Brief	Design and make a Roman aqueduct	<p>Being attentive to the sacred as well as the precious</p> <p>Being courageous and confident</p> <p>Being hopeful and visionary</p>	<p>The story of Elijah</p> <p>Silent attentiveness</p> <p>Basahki</p> <p>The story of Gideon</p> <p>The work of the street pastors</p> <p>Martin Luther King</p> <p>Altruism and practical action</p> <p>(See Birmingham Agreed Syllabus for lesson planning)</p>		Power	<p>To know the difference between a democracy and a dictatorship (BV)</p> <p>To know what bullying is and how to respond.</p> <p>They can describe the nature and consequence of bullying and can express ways of responding to it.</p>	<p>To describe how networks connect to other networks.</p> <p>To outline how information can be shared via the World Wide Web.</p> <p>To describe how to access the World Wide Web.</p> <p>To explain how the content of the World Wide Web is created, owned, and shared by people.</p> <p>To evaluate the reliability of content and the consequences of unreliable content.</p>	<p>To explain that the global interconnection of networks is the Internet.</p> <p>To recognise the need for security on the Internet.</p> <p>To recognise that the World Wide Web is part of the Internet.</p> <p>To describe the types of content/media that can be added, created, and shared on the World Wide Web.</p> <p>To describe the current limitations of World Wide Web media.</p> <p>To explain the benefits of the World Wide Web.</p>		
Research	Research Roman aqueducts. What were they for? What were they made from?									
Design	<p>Design their own version of an aqueduct.</p> <ul style="list-style-type: none"> Choose the materials/tools they will use, based on their suitability for the task. Draw a fully labelled diagram of their product, including some measurements. Indicate where/how materials will be joined in order to create a stable structure. Work with a partner to share and modify designs 									
Create	Make the aqueduct, testing and modifying it to ensure it is fit for purpose. Ensure their product meets design criteria.				Relationships Change and resilience	Vocabulary	<p>Democracy</p> <p>Dictatorship</p> <p>consequence</p>	<p>To know what a friend is and does and how to cope with some friendship problems.</p>	<p>Router</p> <p>Server</p> <p>Content</p> <p>Download</p> <p>Ownership</p> <p>Permission</p> <p>Honest</p>	<p>Key Concepts</p> <p>Logic</p> <p>Decomposition</p> <p>E-safety</p>
Evaluate	<p>Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</p> <p>Take part in peer evaluation, giving and receiving feedback from fellow pupils.</p>									
Vocabulary	Structure, aqueduct, waterproof, design brief									

English – Reading and Writing					Maths	
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Theme 1 What did the Romans Do for Us?						<p>Number: Place value</p> <p>Represent numbers to 1,000</p> <p>Partition numbers to 1,000</p> <p>Number line to 1,000</p> <p>Thousands</p> <p>Represent numbers to 10,000</p> <p>Partition numbers to 10,000</p> <p>Flexible partitioning of numbers to 10,000</p> <p>Find 1, 10, 100, 1,000 more or less</p> <p>Number line to 10,000</p> <p>Estimate on a number line to 10,000</p> <p>Compare numbers to 10,000</p> <p>Order numbers to 10,000</p> <p>Roman numerals</p> <p>Round to the nearest 10</p> <p>Round to the nearest 100</p> <p>Round to the nearest 1,000</p>
Key Text	Linked Texts	Writing Outcomes	Speaking and listening	Genre	Purpose/Audience	
NA	NA	Baseline narrative	Review writing targets	Narrative	Assessment CT	
Empire's End – A Roman Story Leila Rasheed	Journey Aaron Becker	Write a journey tale that includes a description of setting	Tableau/Role play exploring different settings	Fiction	Writing to Entertain Mrs Beesley	
The Strong and the Crazy Emperors of the Roman Empire Baby Professor		Create a fact file for their own Roman Emperor.	Hot seating Roman Emperors to understand character	Faction	Writing to inform Dame Mary Beard	
So You Think You've Got it Bad – Ancient Rome	We Are the Romans David Long	Write a short balanced argument "Were the Romans	Debate club in class	Non-Fiction	Writing to Discuss Bettany Hughes	

Chae Strathie	Grammarsaurus WAGOLL/WABOLL	Good or Bad for Britain?"			
Grammar	Grammarsaurus: Place Value of Grammar Write using expanded noun phrases Write multi-clause complex sentences using a variety of coordinating conjunctions Write multi-clause complex sentences using subordinating conjunctions: ISAWAWUBUB Write using pronouns and nouns within and across sentences				
Punctuation	Full stop, commas (in a list).				

Round to the nearest 10, 100 or 1,000

Number: Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1,000s
- Add up to two 4-digit numbers – no exchange
- Add two 4-digit numbers – one exchange
- Add two 4-digit numbers – more than one exchange
- Subtract two 4-digit numbers – no exchange
- Subtract two 4-digit numbers – one exchange
- Subtract two 4-digit numbers – more than one exchange
- Efficient subtraction
- Estimate answers
- Checking strategies

Measurement: Area

- What is area?
- Count squares
- Make shapes
- Compare areas