

History

The Big Takeaway is Conflict

NC: The Roman Empire and its impact on Britain.

NC (non-stat): Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica □ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

NC (non-stat): Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

Geography

Opportunities are available to make links to geography:

NC: locate the world's countries, using maps and globes to focus on Europe

Where did the Romans conquer? Where did they invade? Where were the key locations of main events that happened during the Roman era?

NC: describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

How did the Romans use their land? What trade links were there in Roman times? What evidence is there of this?

Y4 Spring 1:

Roman Invasion



Hook

Trip to Chester Roman Museum.

PSHE

- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to work collaboratively towards shared goals
- consider the lives of people living in other places, and people with different values and customs
- strategies for keeping physically and emotionally safe (e-safety).
- strategies for keeping safe online

English link texts

- Roman Diary: The Journal of Ilona, Richard Platt.

Science:

Sound

- I can identify how sounds are made, associating some of them with something vibrating.
- I can recognise that vibrations from sounds travel through a medium to the ear.
- I can find patterns between the pitch of a sound and features of the object that produced it.
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
- I can recognise that sounds get fainter as the distance from the sound source increases.

Maths opportunities

Roman numerals, numbers of soldiers in armies, comparisons

