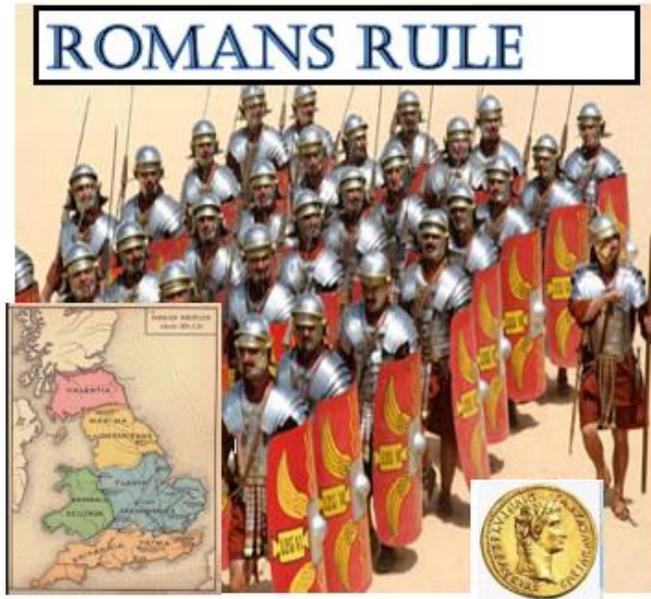


## Year 4 Learning Challenge



How can we capture what the Romans did for Britain so its impact can be seen today?



Class texts- whole class reading, extracts, thematic books

- *Escape from Pompeii*
- *The orchard book of Roman Myths*

Cognitive skills / meta-learning – specific teaching examples to use in learning

- CAF- *initial idea/ prior knowledge*
- PMI- *Evaluate subjects/ experiences*
- APC-
- *Collaboration/ planning- learning challenge*
- *Listening*
- *Absorption-*
- *Questioning*
- *Imitation-*

Killer Questions- those asked to measure understanding of pupils at key milestone points during the term

- *When did the Romans invade and why?*
- *Did the native Britons welcome or resist them, and why?*
- *Imagine you are a British Celt meeting Roman soldiers for the first time. Can you describe what you see and feel when you first see them?*
- *How did they influence the culture of the people already here?*
- *Why do we know so little about this era? – which sources can we use?*
- *Can you make a list of the pros and cons of Roman occupation of Britain?*

Hooks or memorable experiences

- *Roman Day*

Public Product – *what will the outcome look like to demonstrate learning?*

*Creative project*

Year Group	4	Term	Autumn	Challenge pack	Electric Avenue	
SUBJECT	Children will learn about/ will know WHAT? ( <b>Declarative knowledge</b> )			Children will know HOW To...? ( <b>Procedural knowledge</b> )	Prior learning ( <b>Schemata</b> )	Vocabulary
History	<p>Why did the Romans invade Britain? Did the native Britons welcome or resist the Romans, and why? why some tribes did not welcome the Romans and why some did. Why was the Roman Army so successful in building up the Roman Empire? What kind of men could join the Roman Army? Examine Roman armour – preferably a helmet and other soldier’s artefacts. Draw and label the drawing to show their understanding of how these items worked so well for the Roman Army. Who was Boudicca and why do we remember her? the narrative of who the Iceni were, what happened when Boudicca’s husband died and what she decided to do. Consider the tribes in your area of the UK – what can you find out about them? Did they support the Romans or try to resist them? Were they led by men or women? Why did the Romans build Hadrian’s Wall in the north of England? Why was this site chosen? How many soldiers could live here? Measure a soldier’s room – how could four men have fitted in this room with their equipment? Bunk beds? Why did a village grow up outside the fort? How did the Romans influence the culture of the people already here? How did Celtic people live? Investigate with the children how Celtic tribes lived. How were their settlements set up? How did they use space for living? What facilities did they have? What changed when the Romans arrived?</p>			<p>H2.3c Make connections and contrasts over different periods of time H2.2c Identify and give reasons for historical changes and events H2.2a Question why some significant features of historical societies still exist today H2.1d Use understanding of specific time periods to create an identified timeline H2.2b Use different sources of information to build up specific pictures of the past</p>	<p>Children understand that people’s lives were different in different eras, for example the Victorian age.  They have also looked at the evolution of products and way of life due to technology and understand why things need to change. This will build on that by understanding something that doesn’t change and to question where the idea of those things came e.g. The Romans.</p>	<ul style="list-style-type: none"> <li>- Facts/opinion Evidence</li> <li>- Chronology - constructing a timeline ordering artefacts</li> <li>- Research Enquiry</li> <li>- Comparison validity</li> <li>- Julius Caesar Claudius</li> <li>- invasion Conquest resistance</li> <li>- Boudica Romanisation</li> <li>- Hypocaust Viaduct /aqueduct</li> <li>- Gladiator Coliseum A Laws</li> <li>- Justice Medicine leisure</li> <li>- baths theatre myths legends</li> <li>- education prosperity wealth</li> <li>- amphitheatre Hadrian’s wall</li> </ul>
Art	<p>What did Boudicca really look like? Read through the description of Boudicca by Cassius Dio. Consider how reliable this might be – when was it written? Who wrote it and why? Written 100 years later and by a Roman. Task the children with assessing each of the six images for accuracy – which aspects are correct/ incorrect in each picture? Which image is most accurate?  Children to produce their own image of Boudicca.  <u>Texture</u> •Create textures with a wide range of drawing implements. •Apply a simple use of pattern and texture in a drawing.</p>			<p>A2.1a Record and explore ideas from first hand observation or from experience and imagination Drawing – Skills: <u>Lines and Marks</u></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with different grades of pencil and other implements to create lines and marks.</li> <li>• Apply tone in a drawing in a simple way.</li> </ul> <p>Painting – Skills:</p> <ul style="list-style-type: none"> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Use a developed colour vocabulary</li> <li>• Colour mixing primary, secondary and tertiary</li> <li>• Explore different types of brushes to create different strokes, layers and blends.</li> </ul>	<p>How to capture an era through portraits. Create accurate close observational drawings of more complicated human faces – Queen Victoria. How to make a plaque for a painting with historical relevance.</p>	<ul style="list-style-type: none"> <li>- Reliability Continuity</li> <li>- significance</li> <li>- Discussion Argument</li> <li>- Reasoning</li> <li>- Textures</li> <li>- Strokes</li> <li>- Implements</li> <li>- tone</li> </ul>

<p>Design Technology</p>	<p><b>Structures/Construction</b>          What is the best structure for an aqueduct?          Strength over design, lets water pass through          Research different aqueducts.          Children will experiment with creating the frameworks for aqueducts and begin to think about how structures can be reinforced for stability.          Design and make a shield so that it can be used in battle.          Research a variety of Roman shields children to look at Roman military history to find inspiration for emblems and ornamentation.          Design and label their own with detail.          Create a template that can be carved out          Attachment of handles – investigate a variety of handles          Use of Drawing and Painting for the emblems on the shield</p>	<p>D2.1a Describe how my design ideas fulfils a purpose          D2.1b Explain how my ideas meet set design criteria          D2.1c Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose          D2.1d Produce a labelled plan, explaining my process of production            D2.4a Evaluate my product against its original design purpose and if it is appealing          D2.4b Describe how existing products with a similar design brief have been effective at their purpose          D2.4c Evaluate my work both during and at the end of the making process</p>	<p>D2.2a Use technical understanding of making something move (axles, levels, pulleys) to complete a task          D2.3b Measure, mark out, cut, score, join and assemble materials</p>	<p>Viaduct /aqueduct          Assemble          Reinforced          Emblems          Ornamentation          Military</p>
<p>Geography</p>	<p>Where would you rather live?          Examine where, when and how the Romans invaded.          Look at maps of the Roman Empire and explore why they wanted to control these islands – what minerals and commodities did they want to control?          Compare maps of England and Italy.</p>	<p>G2.3a Understand geographical similarities and differences between two regions (e.g. a region of the UK, a region in a European country and a region          G2.3b Describe and understand key aspects of: 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</p>	<p>G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns          G2.4b Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Process of change Landscape settlements</p>
<p>Relationships to core subjects (Maths, English, Science)  PSHE /Citizenship</p>	<p>Maths – Roman numerals  British Values: Democracy, law and order.</p>	<p>To know Roman Numerals  PSHE3.3e I can discuss the importance of role models in the community          SMSC1.c Can talk and write about my opinions.          SMSC1.f Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p>		
<p>Music</p>	<p>Unit- Listening to and appreciating classical music  <u>Spring 1:</u> Roman music by Musica Romana          Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians          Develop an understanding of the history of music.  <u>Spring 2:</u> Sorcerer's Apprentice by Paul Dukas          Listen with attention to detail and recall sounds with increasing aural memory          Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>M3.4a I listen to a wide variety of musical genres and comment using a range of musical vocabulary.          M3.4c I can begin to identify works by the great composers          M3.4d I listen to a wide variety of music and identify the musical genres.          M3.4e I can use musical vocabulary confidently to describe the music I am listening to</p>	<p>Listening and appreciating music during assembly time.  Listening to music of a similar genre during performance lessons</p>	<p>Spring 1          Piano          Moderato piano          Moderato forte          Forte          Motif          Tempo          Spring 2          Tempo          Largo          Allegretto          Allegro</p>