

# Year 4 – Autumn 1 – ‘Rotten Romans’

## NC History

- Children will place key historical events and objects in chronological order
- Children will use common words and phrases about the passing of time and be able to describe reasons for and results of events and changes.
- Children will recognise why people did things, why events happened and the results and impacts of those on life today.
- The past will be explored using a range of sources to prompt children to ask questions, recall, select and organise information then communicate this in a variety of ways.
- Children will explore the key geographical locations associated with the Romans and explain how and why they have changed over time.

## NC Geography

- I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- I can study the settlements and land use of the key places that I study.

I know where the Romans come from  
I can identify the countries the Romans invaded



Children look at a variety of aerial maps of Europe and identify where the Romans came from. Then share with children the countries, which the Romans invaded. Children to identify and colour the countries the Romans invaded and where they came from and create a key of their choice. What do the children notice? Can they identify any patterns in the countries? Link back to enquiry question. What if the Romans faced opposition? Do you think they did? Start discussion about Britain.

Duty, Fear, Power, Strength

Roman Day Experience provided by the company called:  
Portals of the Past



The focus for Roman day will be ‘What did the Romans have to offer to us’  
The children will be dressed as a Roman, take part in Roman re-enactments, learn about the story from the beginning, focus on powerful leaders and finally, handle artefacts.

Duty, Fear, Power, Strength

Throughout the whole topic, at the end of each lesson, the children will make comments just like a daily diary of their thoughts about the concept question(s) which was discussed at the beginning of week 1. Will their ideas and thoughts change as we go through the topic and they learn more?



Duty, Fear, Power, Strength

Does having power over people make us stronger?  
Does strength come with numbers?

Introduce the concept question(s) for the term. Children to write a response to the question at the beginning before we have studied anything.

Children work in mixed ability pairs and read some information provided for them about why the Romans invaded Britain and other countries. (This will keep it broader till after the next lesson.)

Children then gather key information and present their findings as a group. How they choose to do this will be up to them. Encourage them to be as creative as they can, provide them with large sheets of paper, felts etc...

Duty, Fear, Power, Strength  
I can identify and explain weapon choices during the roman period.

Pose the following question to the children:  
Do you think leadership impacted their speed of invasion, or was it something else? Recall discussion about Britain and the fact they were only conquered fully by the 3<sup>rd</sup> attempt.

Children to look at weapons used by roman soldiers. What were they called? What were they used for? Look at the materials used. Do they think they helped them to be so successful? Also, refer back to initial enquiry and briefly explore (ahead of the next lesson) why large numbers were not enough for the Romans to defeat and conquer Britain initially.

I can identify rulers of Britain and explain if they were successful and how.

Children to focus on leadership during the time of roman invasion. Children to be given some information about Julius Caesar and other Roman leaders during the Roman Empire and how they chose to lead their troops. Why did the Roman Empire not successfully conquer Britain until their 3<sup>rd</sup> attempt. Why do you think they were defeated? Why weren't numbers enough at this time? What else did the Romans gain to be successful? Did Britain succumb or were they defeated? Explore what Britain had to offer (resources/materials) and what the Empire had to offer Britain.

Children to compare Roman/ British leaders during that time and create some Top Trumps cards all about their power, strength, leadership style etc... Make links to the concept question about strength coming in number and how many troops they had in their army.

Do we need rules? How influential was effective leadership in the success and then the eventual downfall of the Roman Empire?

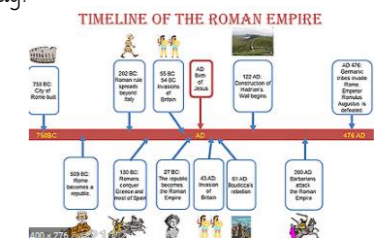
Duty, Fear, Power, Strength

I can order the events of the Romans in a timeline

Share with the children key events in the Roman era. Using the dates, children to order them into a timeline. Children to use their knowledge about British/Roman leaders from previous lessons and add them onto the timeline.

Children create timeline using their event cards and then put cards in order onto the display board so the children can refer to them.

Children then create their own timeline in books. Children to present it their own way.



Duty, Fear, Power, Strength

## NC Art:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

## NC Citizenship

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

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