

Year 4 – Autumn 2 – ‘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 can explain why Hadrian’s wall was built.

Children to be presented with some information about Hadrian’s wall, where it was and an explanation of why it was built. Children to reflect on the concept question: why were the Romans not as successful with Scotland leading to the construction of Hadrian’s Wall? What did the Scots have that made them so resilient and defiant? Does that show flaws in British leadership in that they succumbed to Roman control? Does this show strength comes in numbers? Make reference to different rulers and whether they have influence over others.

Children to draw and describe features of Hadrian’s Wall. They will identify where Hadrian’s wall is on a map and sketch a section of the wall.

How would the construction of the wall impacted on native Britons? How might they have felt when a new wall appeared in their countryside?

I can explain how important religion was during the Roman era.

Pose the following concept question: *Did people feel it was their duty to follow the roman gods?*

Children to focus on religion during Roman times and reflect on how this influenced the decisions people made for everyday life. What did this look like in Britain? Were they as religious? Did they become religious?

Children to use a dictionary to find the definitions of the following words: **Prayer, Omen, Worship, Superstition, Ritual, Sacrifice, Festivals.** Now focus on

Roman Gods and Goddesses: Read the information on this and following slides showing comparisons with Greek gods, the Roman God Family Tree and details about some of the gods and goddesses. Allow time to discuss each one and for children to have the chance to feedback some key facts they learn. Children present their information and responses to the concept question in their own way.

Duty, Fear, Power, Strength

Possibly have a final reflect lesson on the main concept questions at the beginning of the topic:

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

Children to write their responses to the questions linking to all the areas of learning throughout the topic.

Duty, Fear, Power, Strength



Duty, Fear, Power, Strength

Introduce the Oracy project to the children.

Children to work in small groups and decide on an area of learning we have covered during the topic that they would like to present on. Or possibly, this could be broader and focus on a topic like change and how Britain changed over the duration of the Roman Empire. Can they refer their findings/conclusion back to the original enquiry question? *This will depend on how the learning has gone throughout the topic and may be changed and adapted throughout.*

Children to go back in time (like they do on Horrible Histories) and become the characters and report on what they have found out. Children could be the reporter, the character(s), host of the TV show and create a short sketch to display their learning.

Children would need to write the script, cast parts, organise costumes, present it and finally if possible, video it so that each group can be put together as an episode for Horrible Histories.

Children to continue working on their oracy project. Allow time for the children to work in their group to refine their presentation.

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?

Oracy Project Presentations

Children to work in small groups and present their learning as though they are going back in time to the Roman era.

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

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Duty, Fear, Power, Strength

- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

