

Year 4 – Autumn – Rotten Romans

1. Key Vocabulary

- chronological timeline** – events in the order that they happened
- natural resources** - materials or substances in nature which can be profitable
- invasion** – entering a country with an armed force with the intention of gaining something
- primary source** - immediate, first-hand accounts of a topic, from those who had a direct connection
- secondary source** - a document or recording that relates or discusses information originally presented elsewhere
- reign** – to rule for a period of time
- newspaper article** – a recount of a current news topic
- debate** - a formal discussion on a particular matter, in which opposing arguments are put forward and which usually ends with a vote
- Roman Numerals** – any of the letters representing numbers in the Roman numerical system
- units of measurement** - Standard units of measurement are typically used within each measurement system, such as cm or m. Non-standard units of measurement are units of measurement that aren't normally used because they aren't reliable, such as an arm.
- digestive system** – the journey that food goes through as human bodies break it down – from the saliva in your mouth to finally passing a stool.
- bust** – a sculpture of a person's head, shoulders, and chest
- portrait** - a painting, drawing, photograph, or engraving of a person, especially one showing only the face or head and shoulders

3. Maths

Read and write numbers up to 100, by combining Roman numerals, using the armies of Rome.

Solve mathematical problems, involving the distances of roads built by the Romans in Britain.

Measure accurately, discussing the Roman units of length.

Add and subtract accurately, calculating the length of reign of different emperors of Rome.

ROMAN NUMERALS 1 TO 10	
1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX
10	X

4. English

Write myths and legends based on Roman myths.

Make balanced argument and debates about issues such as who was the more effective leader: Boudicca, Caesar or Septimius Severus. Write imagery poems using images of Roman Gladiator scene. Write narratives in the diary form using diary entries from the perspective of Boudicca or Septimius Severus. Write journalistic articles about the Invasion of Britain by Septimius Severus. Write haikus based on different elements of the Roman lifestyle covered in 'The Rotten Romans' key text.

2. Curriculum Knowledge

- To use chronological understanding to place the Romans in time and know how long they reigned for.
- To use historical enquiry and primary and secondary sources to find out whether Septimius Severus, Boudica and/or Julius Caesar was a good leader; to debate on this verbally and write a motion.
- To know what the Romans did for us.
- To write a newspaper article about Septimius Severus' invasion of Caledonia.
- To identify and reason with Roman Numerals when writing the year and numbers.
- To use standard and non-standard units of measurement when measuring length.
- To explain how the digestive system works.
- To work scientifically by setting up a comparative test and observing over time whether Ancient Romans or we have better teeth.

5. Art

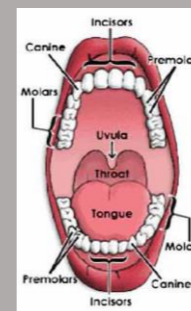
To create a Roman coin made of clay based on an emperor 'self-portrait'. Use clay joining techniques, such as making slip (mix some clay and water together to make a liquid) and scoring (use a fork to make a criss-cross effect on the areas of clay you want to join together).



6. Science

Animals including humans

Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.



Sound

Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch or volume of a sound and the strength or shape of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.



7. History

Explore the origins of the Roman empire; how far it expanded; routes taken by the emperors Caesar and Severus; how the Romans changed the geography of Britain

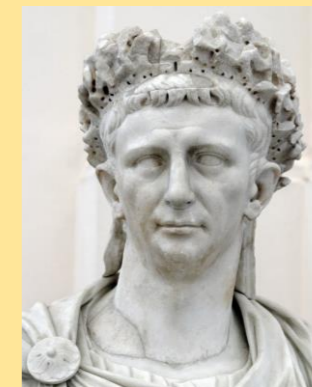
Discuss the rise and fall of the Roman Empire, including its leaders Julius Caesar and Septimius Severus

Septimius Severus

(reigned 193-211AD)

He was known as the 'Black Emperor'.

He led an invasion of Caledonia (present day Scotland).



Claudius

(reigned 41 - 54AD)

He expanded the Roman Empire.

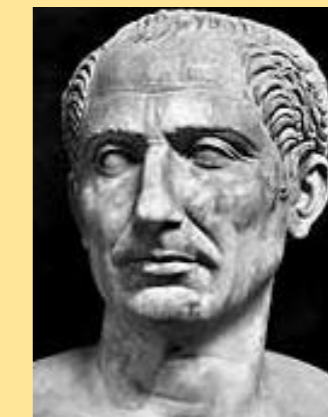
His army invaded Britannia in 43AD.

He had a limp.

Boudicca

She was the queen of the Celtic tribe, the Iceni.

Her and her tribe rebelled against the Romans in Britain.



Julius Caesar

He is arguably the most famous Roman leader.

He put an end to the Roman Republic and was a dictator.

He worked to get Rome out of debt.