

# Year 4: 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.

## 3. Art/ DT

In Art, we will 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).



In DT, we will not only learn about different weapons the Romans used but we will also construct our own catapults using different materials and techniques. We will also devise ways in which to improve our catapults and have a competition to see whom can construct a catapult which can launch objects the furthest.



## 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

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



	Enterprise	Communication	Well-Being	Possibilities	Environment
<b>Drivers:</b>	Art—Making and understanding Roman currency.	English—Using different debating techniques.	PHSE—Looking at wider impacts of covid-19 on our communities.	Science—different job roles related to science.	PHSE—Impact Covid-19 has had on our environment.

## 5. 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

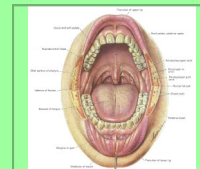
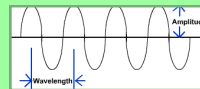
## 6. Science

**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



## 7. History/ Geography

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.

Some significant figures we will be looking at are:

**Septimius Severus**

**(reigned 193-211AD)**

He was known as the 'Black Emperor'.

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

**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.

**Boudica**

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

Her and her tribe rebelled against the Romans in Britain.

