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| Unit: Invaders and Settlers(Romans and Anglo-Saxons) | | Focus: History, Geography/ Art, DT |
| Year Group: 4 | Term: Autumn 1 & 2 | |
| Intent: Who were the Romans? What were they like and how have they impacted upon our lives today? | | |
| Engage: Dewa Experience in Chester | Trip/Visitor: Dewa Experience in Chester | Express: Roman foods tasting session with parents & carers. |
| RRSA links: Article 14: The right to follow your own religion. Article 19: The right to not be harmed. You should be looked after and kept safe. Article 27: The right to a good standard of living. | | |
| English links: Diary of a Roman soldier, child in Roman times, Anglo-Saxon. A retelling of the Legend of King Arthur | | |
| As Historians we will: (Key concepts: chronology, changes & continuity) | | |
| Use appropriate vocabulary to describe features of a time period e.g. AD, BC, era, millennia. | Explore differences in a number of sources e.g. accounts of Boudicca's rebellion & harsh treatment by The Romans. | |
| Begin to use more complex terms e.g. empire, civilisations & parliament. | Identify & describe the main design features of Hadrian's Wall & explain why it proved necessary for Emperor Hadrian to order its construction in AD122. | |
| Identify key events in local, national and global history to develop some understanding of themes, events and people <i>e.g. where the Roman empire began & where it spread.</i> | Identify & describe the key features of the layout of a typical Roman town in Britain & explain why historians know so much about how they were designed and built. | |
| Accurately sequence different periods of time on a timeline including key events (using centuries) e.g. key events in Roman History. | Recognise & describe the changes in Britain during the rule of The Romans e.g. beliefs (Gods), advances in technology, shifts in culture, introduction of roads and how these things have impacted upon our lives today. | |
| Identify how significant leaders/figures contributed to national and international achievements across a variety of eras <i>e.g. Julius Caesar's attempted invasion in 55 & 54BC, Edward the Confessor.</i> | Understand what a gladiator was and what happened during gladiatorial games. | |
| Understand through explanation the motives for Emperor Claudius invading & occupying Britain in AD43 (drama based). | To understand where the Anglo-Saxons (and Scots) came from and how, when & why they invaded Britain. | |
| To understand the power of the Roman Army and why it was successful e.g. research what a Roman soldier wore & why, formations, strategy, weapons. | Understand how the Anglo-Saxons changed Britain e.g. invasions, settlements and kingdoms, place names & village life. | |
| Interpret primary sources of historical evidence to describe the physical appearance of Boudicca. | Investigate aspects of Anglo-Saxon life in Britain e.g. changes to religion (move to Christianity), Kings, Sutton Hoo & Anglo-Saxon treasures. | |
| Investigate the reasons why Boudicca and her Celtic army were unsuccessful in defeating The British Roman Governor Paulinus. | | |
| As Designers we will: (Key concepts: cooking and nutrition) | | As Artists we will: (Key concepts: Drawing & 3D Sculpture) |
| Generate realistic ideas & design criteria collaboratively through discussion, focusing on the needs of the user & the purpose of the product. | Use line, tone, shape and colour to represent figures & forms in movement <i>e.g. portrait of Boudicca.</i> | |
| Follow the main stages of a recipe listing ingredients, utensils & equipment <i>e.g. Roman Libum Bread and Roman Honey Biscuits.</i> | Plan, refine and alter drawings e.g. Boudicca/Roman Gods or Goddesses. | |
| Identify & use a range of simple cooking techniques e.g. baking , boiling, frying, roasting. | To explore a range of mosaics and the role they played in Ancient Roman Society <i>e.g. gain a picture of Roman life, designed to be walked on, art form, themes of drama & violence, symbol of wealth & status, originally made from coloured glass etc.</i> | |
| Know that recipes can be adapted to change the texture, taste and aroma e.g. change the flavour of the biscuits of bread by adding alternative ingredients. | Create a mosaic design inspired by an aspect of Roman life (This will form at least 2 sessions). | |
| Evaluate their own product against design criteria and the intended user and purpose <i>e.g. express event.</i> | | |