



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM

Topic: What did the Romans do for us?	
Year Group: 4	Term: Autumn 2
Ambition: Know that ambitious leaders in history have impacted upon the control of countries	
Community: Know that communities in history worked together to protect their way of life	
Equality: Know that people can have opposing views and different ways of life	

Links to Prior Learning

Y4 Home or Abroad: countries in Europe	Y3: The Stone Age	Y3 The Ancient Greeks	
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Writing Opportunities Through Topic Lessons

The Roman Empire	Recount as Boudicca: Battle of 60AD	Report: Roman soldiers	Information text: Roman life
	Independent hot task – history report: What did the Romans do for us?		RE: Narrative Poem – How did Buddha help his followers to change?

Key Texts

The Thieves of Ostia, Caroline Lawrence	Roman Mysteries series	Romans on the Rampage	Invasion, June Crebbin
Roman Diary: The Journal of Iliona			

Key Vocabulary

History century, decade, gladiator, centurion, emperor, battle, occupation, advance, society, Celts, tribe Roman, invade, settle, conquest, legion, troops, defeat, formation, shields	Art influence, transfer (design), adhesive, ceramic, grout, categories (colour), grout, flout, cracks/ crevices, excess	Computing Selection, if..then, condition, output device, input device, LED, circuit, microcontroller, motor, 'do until' loop	
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Projects

Art project:
Design and make a mosaic tile inspired by past and present mosaic artists

Computing project:
Teach Computing Programming A – Repetition in Shapes

Concrete Knowledge

History

- Know how Britain changed from the iron age to the end of the Roman occupation
- Know about why the Romans invaded Britain-The Roman Empire
- Know that Boudicca led a resistance of the Roman occupation and know about in AD 60
- Know about The Roman army’s soldiers, formation and weaponry
- Know that the Romans were ruled by an emperor

Art

- Know that techniques used in earlier time periods have since been used by artists
- Know how the Romans used mosaics
- Know that artists are influenced by other work/artists

Ed. visit follow up
Information text: life as a Roman using photographs from the workshop

Skill Progression

History

- I can add periods of British history on a timeline, understanding AD BC
- I can ask questions and choose materials to explain what life was like in for The Romans
- I can explain how the Roman occupation of Britain helped to advance British society– roads, sanitation, house design, baths

Art

Artistic Elements: Line and form

- I can decide which art work will inspire my design
- I can use shape, line and colour to design a mosaic tile
- I can select colours based on my influence
- I can create a mosaic tile using adhesive and grout

Computing

- I can explain the effect of changing a value of a command.
- I can test my algorithm in a text-based language.
- I can predict the outcome of a program containing a count-controlled loop.
- I can use a procedure in a program.



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Science, Music, R.E., PSHE, French and P.E. units

Science Scientists and Inventors	Music Tenor horn Wider opportunities Learning basic fingering	R.E. Being Reflective and Self-Critical Being curious and valuing knowledge	PSHE Valuing difference
P.E. Coach: Dance CT: Netball	French Vegetables	E-safety Online reputation	

Maths in Context

Art: Angles and shape making a mosaic	Maths: Roman Numerals		
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Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

Cultural and Artistic Icons

Laurel True Antoni Gaudi	Boudicca		
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Health Education, Money Management, Environmental Education

Roman coins			
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Rights Respecting

Article 37: No child shall be tortured or suffer other cruel treatment or punishment

**Wider links
Article 30: Right to choose your own beliefs**

Wider links

Wider links

Enrichment experiences and Community Involvement

**Roman Life workshop:
Roman settlements and impact on Britain**



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Supporting Texts

Invasion Let the battle begin! June Crebbin X6
The Time Travellers Diaries Caroline Lawrence
Time Hunters Chris Blake
Gladiator Street Fighter Simon Scarrow
My Story Roman Invasion Jim Eldridge X2
The Captive Celt Terry Deary X1
Frightful First World War Terry Deary X1
Romans On the Rampage Jeremy Strong X2
Gladiator School Blood & Fire Dan Scott X1
Burning the Books and The Guardian Geese X1
Julius Zebra Rumble With The Romans Gary Northfield X1
The Gladiators Victory Benjamin Hulme-Cross X1
The Fatal Fire Terry Deary X1
Gladiator Revival Jonny Zucker X1
Roman Britain Usborne publications X1 (non-fiction)
Who were the Romans? Usborne publications X1 (non-fiction)
Julius Caesar Raintree publications X1 (non-fiction)
Roman Life Early Civilisations X1 (non-fiction)
Ancient Rome X1
Miles Kelly (non-fiction)
Roman Britain and Londinium X1 Ben Hubbard
Who Were The Romans? X1 Franklin Watts (non-fiction)
Explore Celts X1 Sonya Newland (non-fiction)
Ancient Roman Art X1 Susie Hodge
The Genius of the Romans X1 Izzi Howell (non-fiction)
The Roman Empire and its Impact on Britain X1 Claire Throp (non-fiction)
Life in Roman Britain X1 Anita Ganerii (non-fiction)
Ancient Rome X1 DK publications (non-fiction)
The Romans X1 Clare Oliver (non-fiction)
Roman Britain X1 Moira Butterfield (non-fiction)
Roman Britain X1 Peter Hepplewhite (non-fiction)
Boudica and the Celts X1 David Gill (non-fiction)
The Best and the Worst Jobs in Ancient Rome X1
(non-fiction)
Vikings X1 Fiona Macdonald (non-fiction)
Escape from Pompeii X1 Christina Balit
History Through the Ages X1 Igloo Books (non-fiction)
What the Romans did for us X2 Alison Hawes (non-fiction)
The Ancient Romans X1 Jane Shuter (non-fiction)
The Romans in Britain X1 Dr Brian Knapp (non-fiction)
Roman Britain X1 Izzi Howell (non-fiction)
Roman Sites X1 John Malam (non-Fiction)
Boudicca By Paul Harrison