

The Romans		Year 4 Autumn 2	
	Prior Knowledge	New Knowledge	Future Knowledge
History	Changes in Britain from the Stone Age to the Iron Age Survival during the Stone Age Skara Brae & Stonehenge Copper mining in the Bronze Age Hillforts Druids	The Roman Empire and its impact on Britain The Roman Empire Julius Caesar's attempted invasions & Claudius' invasion The British Resistance and Boudica The Roman Army Impact on technology, culture and beliefs – Roman mosaics, Roman Roads, Roman Gods	A non-European society that provides contrasts with British history – the Kingdom of Benin (West Africa) c. AD 900-1300. (Y5) Ancient Greece – a study of Greek life and achievements and their influence on the western world. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWI as a significant turning point in British History. (Y6)
Geography	The study of human and physical geography of the rainforest. (Y2) The study of human and physical geography of regions of the UK. (Y3)	The study of human and physical geography in modern Italy, including types of settlement and land use. Name and locate different countries in Europe concentrating on their environmental regions, key physical and human characteristics and some major cities.	The study of human and physical geography in modern West Africa (Y5).

Key Questions	Key Individuals	Key Vocabulary
<p>Why were the Romans unsuccessful at invading Britain (at first)?</p> <p>Why did Boudicca try to stop the Romans?</p> <p>Why were the Roman Army revolutionary?</p> <p>How did the Romans change Britain?</p> <p>How has modern Britain been impacted by the Roman invasion?</p>	<p>Julius Caesar (100-44 BCE) was a Roman soldier and general. In 55 and 56 BCE, Caesar tried to invade England but didn't succeed. The next year he came back with 800 and again he didn't succeed to conquer South-England.</p> <p>Boudica (unknown-60/61 CE) a queen of the British Celtic Icenii tribe who led an uprising against the conquering forces of the Roman Empire in AD 60 or 61.</p> <p>Claudius (10-54 CE) was the Roman emperor who conquered Britain in 43 CE. He was murdered by his wife.</p>	<p>Aqueduct - A manmade channel used for delivering water to Roman towns. Public fountains and baths made water available to everyone. Wealthy Romans had running water in their homes.</p> <p>Citizen - A Roman citizen had certain rights and privileges including the right to vote. Only freeborn men were fully Roman citizens.</p> <p>Emperor - The leader of an empire. The first emperor of Rome was Augustus.</p> <p>Republic - A country where the government is run by elected officials rather than by a king or emperor.</p> <p>Senate - A group of prestigious men who advised the consuls. In most cases the consuls did what the Senate recommended.</p>



Year 4 will be exploring the topic: 'The Romans'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in History.

Maths	English	Home
<p>Measurement</p> <ul style="list-style-type: none"> • What is the area? • Count squares • Make shapes • Compare areas <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiples of 3 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • The 3, 6 and 9 times-tables • Multiply and divide by 7 • 7 times-table and division facts • 11 times-table and division facts • 12 times-table and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply three numbers . Children are introduced to the 'Associative Law' to multiply 3 numbers. 	<p>We will be studying:</p> <p>Queen of Darkness, Tony Bradman</p> <p>Genre <u>Narrative</u></p> <ul style="list-style-type: none"> • Link between opening and resolution. • Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. • Paragraphs organised correctly to build up to key events. • Repetition avoided through using different sentence structures and ellipsis. • Tense changes are appropriate. <p><u>Newspaper Report</u></p> <ul style="list-style-type: none"> • Links between key ideas in the newspaper. • Paragraphs organised correctly into key ideas. • All newspaper layout features included.Variation in sentence structures e.g. While the witness was distracted... As the police arrived... • Use embedded/relative clauses, e.g. The scarecrow, who was very curious... The elephant, that was stomping... • Include adverbs to show how often, e.g. weekly, regularly, fortnightly. <p><u>Non Chronological Report</u></p> <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organised correctly into key ideas. • Subheadings are used to organise information • Sentence variation • Embedded clauses • Adverbials • Use of technical vocabulary specific to the topic. 	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> • Research The Roman Empire at www.britishmuseum.org/collection/galleries/roman-empire or visit the museum. • Read a selection of stories and audiobooks on the Romans: https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-index/zvgk47h • Research Roman London at www.museumoflondon.org.uk or visit the museum. • Investigate The Roman Empire and the links to Bexley. Can you find out any fascinating Roman facts about where we live? • With an adult, explore how Rome looks today using Google Maps, websites and books. How is it different from Ancient Rome? • Investigate how the Romans used numbers. Devise some maths problems using this system - How is it different from ours today? • Accessing weekly home learning tasks via Google Classroom • Supporting the development of times tables skills via regular practice on Times Tables Rock Stars • Reading daily at home • Accessing MyMaths for weekly maths homework (KS2)