Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

Curriculum Principles

Equality of Opportunity	Enquiry Based Learning	Inspire awe and wonder	Sustainability
Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
Roman and Celtic feasts for parents and mosaic display.	Romans Day to explore various questions about how and why the Romans invaded Britannia. Geography and History curriculum will be enquiry based, creating questions and using resources to answer them.	Roman Day where children can recreate Roman life through baking bread, weaving, making shields and creating and researching key questions.	Exploring clean water and sanitation and innovation and infrastructure through the structures and systems that were put into place by the Romans.

YEAR 4
Title: Roman Settlements

Big Bang:
Romans Day

School Trip/Special Events
-Roman and Celtic feast

Celebration
Roman and Celtic feast

Geography – Roman settlements

-We will investigate where, why and how the Romans invaded Britannia. We will also investigate settlement patterns and land use/trade activity. By the end of the unit, we will be comparing and contrasting the human and physical features and processes of how the land was changed over time.

Key Curriculum Areas:
History, Geography, Art

History- The Romans
-Timeline of various historical events throughout time (relevant events to children including Year 3 connection of Iron Age and the Roman Invasion for context)
-Who was there before the Romans (Celtic way of life and the fall of the Greek empire)
-Interpret various accounts of the Roman invasion
-Battle of Camulodunum, Londinium and Verulamium
-Studying the Roman ways of life
-Causes and consequences of invasion and how it shapes history and our world today

Writing Links:
Setting description of the Colosseum
Writing a letter in the perspective of a Roman slave

PE – Swimming has been delayed until 2021
Indoor- Not yet occurring
Outdoor-Games and Sport:
Netball/Basletball

Maths
Number:
-Place Value (ordering/comparing/more and less)
-Mental and columnar Addition & Subtraction
-Mental multiplication and division facts
-Multiplication & Division- Formal Written 2 and 3 digit numbers by a 1-digit number
-Fractions
Geometry:
-2D shapes
Times tables:
Practise daily in class and at home.

Cross Curricular Links
- Roman Numerals

ART- Mosaics
-Symmetry skills
-Create and combine shapes to create other recognisable forms
-Select and arrange materials for a striking effect
-Going through the creative processes
-Evaluating their creations and displaying them at the celebration feast

English
Vocabulary and Descriptive writing focus -
'Roman Diary: The Journal of Iliona- Young Slave' (Richard Platt)
-Haiku poems to introduce Roman vocabulary and figurative language for description
-Setting description of the Colosseum
-Letter writing / descriptive writing and specific historical vocabulary (Apollo's response to Iliona and a letter between Boudicca and Julius Caesar)
Non-fiction – correct historical content will be included in each writing piece, but we will not focus on non-fiction structures this half-term
-**Spelling**- Embed correct use of suffixes, apostrophes for plural and possession, homophones and words of Greek origin
-**Handwriting:** cursive handwriting
-**Guided Reading**: daily sessions teaching reading skills

Computing- Multimedia and styling unit: understanding how a computer processes instructions and commands
PSHE- Covid-19 programme, health and wellbeing, relationships with others and how social media can be used both positively and negatively
R.E.- Judaism (Sukkot)