

Year Group: 4 Term: Autumn

Challenge pack: Romans in Britain

Learning Challenge:

How can we recreate a Roman banquet?



Class texts

Main texts for planning:

Queen of Darkness, Boudicca, Romans and their impact

Additional material:

Roman Artefacts

Cognitive skills / Meta-learning— specific teaching examples to use in learning

CAF (RA)

C & S

PMI

OPV

Collaboration

White— Factual, Blue— thinking, Green— Creative

Hooks or memorable experiences

Visit to Roman City in Shropshire

Public Product—

Create a Roman Banquet

Killer Questions—

How did the Roman Army expand the Roman Empire?
Who was Boudicca and why is she important to British history?
Why did the Romans invade Britain?
Why did the Romans leave Britain and what was their legacy?
Why have certain products withstood the test of time?

Year group	4	Term	Autumn	Challenge Pack	Romans in Britain			
SUBJECT FOCUS	FACTS (Declarative knowledge)			SKILLS (Procedural knowledge)	PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY		
History	<ul style="list-style-type: none"> Know that B.C. means Before Christ, 3000BC was 3000 years before Christ and there was no year 1 Know that A.D. means Anno Domini in Latin which stands for 'in the year of our lord'. 2019 AD means 2019 years after Jesus is believed to have been born. Stone Age to Iron age 3000BC to 43AD Roman Britain 43AD to 410AD Know that in AD43 The new emperor of Rome, Claudius, decided to invade Britain. Know that he came with an army of 40 000 soldiers, war machines and elephants. Know that he conquered Britain. People and their land now belonged to Rome, life in Britain was like life in Rome they built towns and roads that still exist today Know that some people tried to fight back at the Romans, Prasutagus ruled the Iceni tribe his wife was called Boudica. Know that after he died Boudica went to London to rebel against the Why did the Romans build Hadrian's wall and why is it a significant source of evidence about Roman Britain? Know that archaeologists have found a collection Roman of letters found from one of the forts near Hadrian's wall Know that these are a primary source of evidence about Roman life in Britain. Know that for the Romans men and women weren't equal, men could do any job, women weren't allowed to fight in the army or be in the government 			<ul style="list-style-type: none"> Use BC and AD to show different time periods studied Attach the terms AD and BC correctly when placing different periods on a timeline Sequence time periods studied to create a timeline through history Use understanding of specific time periods to create an identified timeline Question why some significant features of historical societies still exist today Use different sources of information to build up specific pictures of the past Identify and give reasons for historical changes and events Question if a source is useful or not Understand the difference between an artefact and replica and why both exist Find out how features of a civilization have been adapted since that time Give reasons for different ways that the past is represented Identify changes, cause and impact at the time of events beyond our living memory 		<ul style="list-style-type: none"> Use BC and AD to show different time periods studied Attach the terms AD and BC correctly when placing different periods on a timeline Question why some significant features of historical societies still exist today Use different sources of information to build up specific pictures of the past Identify and give reasons for historical changes and events Understand the difference between an artefact and replica and why both exist Chose relevant material and questions to build up a picture of an aspect of life Find out how features of a civilization have been adapted since that time Make connections and contrasts over different periods of time Differentiate between fact and opinion 		<p>BC, AD, timeline, facts, opinions, region, Europe, Britain, Celts, tribes, Boudica, Rome, Roman army, Julius Caesar, Claudius, democracy, invasion, emperor, legion, senate, settlement, temple, revolt, rebellion, gods, goddesses, myths, government, Romulus and Reamus, Iceni tribe, soldiers, citizens, fleet, century, armour, helmet, tunic,</p>
DT	<ul style="list-style-type: none"> The Romans primarily ate cereals and legumes, usually with sides of vegetables, cheese, or meat and covered with sauces made out of fermented fish, vinegar, honey, and various herbs and spices. While they had some refrigeration, much of their diet depended on which foods were locally and seasonally available. plan the main stages of a recipe, listing ingredients, utensils and equipment. select and use appropriate utensils and equipment to prepare and combine ingredients. select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 			<ul style="list-style-type: none"> Describe how my design ideas fulfils a purpose Explain how my ideas meet set design criteria Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose Produce a labelled plan, explaining my process of production Describe the key features of a healthy diet Explain the rules of food hygiene and the importance of these Use heat sources to cook ingredients (with adult supervision) Use techniques such as rubbing, mashing, chopping, mixing, blending to combine ingredients effectively Identify ingredients as fresh or processed foods Evaluate my product against its original design purpose and if it is appealing Describe how existing products with a similar design brief have been effective at their purpose Evaluate my work both during and at the end of the making process 		<ul style="list-style-type: none"> Describe how my design ideas fulfils a purpose Explain how my ideas meet set design criteria Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose Produce a labelled plan, explaining my process of production Select the most appropriate tools for a given task Evaluate my product against its original design purpose and if it is appealing Describe how existing products with a similar design brief have been effective at their purpose Evaluate my work both during and at the end of the making process 		<p>design and technology, product, criteria, techniques, food hygiene, diet, ingredients, design brief, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate</p>

<p>ICT and Computing (including apps and digital pencil case)</p>	<ul style="list-style-type: none"> • Computers offer opportunities for communication • Photos can be edited • Data can be collected using various apps • Algorithms are a set of instructions • Report concerns to an adult • SMART rules 	<ul style="list-style-type: none"> • Understand the opportunities computer networks offer for communication • Take photos and edit using effects • To record and edit sounds/music • Select a variety of software to accomplish given goals • Collect data • Design and create content • Present data • Evaluate information • Write programs that accomplish specific goals • Within a sequence, use repetition in programs • Understand the notion of input and output • Use logical reasoning to explain how some simple algorithms work • Introduced to the notion of variables • Use logical reasoning to detect and debug simple algorithms • Use technology responsibly • Use search technologies effectively • Identify a range of ways to report concerns about online content 	<p>Describe how my design ideas fulfils a purpose Explain how my ideas meet set design criteria Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose Produce a labelled plan, explaining my process of production Select the most appropriate tools for a given task Evaluate my product against its original design purpose and if it is appealing Describe how existing products with a similar design brief have been effective at their purpose Evaluate my work both during and at the end of the making process</p>	<p>Algorithm Attribute Browser Computer network Data Debugging Decompose Digital device Domain name Execute (run) Information Network Program Run (execute) WWW (World Wide Web)</p>
<p>SMSC</p>	<ul style="list-style-type: none"> • Rules are different in certain settings • Actions have consequences • Openly discuss opinions respectfully • Listen to each other carefully • Understand respect beliefs • Identify and compare circumstances in other countries 	<ul style="list-style-type: none"> • Can identify why different rules are needed in different situations. • Can explain how my actions have consequences for myself and others. • Can talk and write about my opinions. • Can listen to and show respect for the views of others. • Can respond to or challenge negative behaviours such as stereotyping and aggression. • Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself. • Can make informed choices about my environment and the wider world. • Can identify that circumstances in other countries and cultures may be different from our own. • Can debate and take part in discussion with others about topical issues. 	<p>Have experience of talking about topics at length. Begin to understand the difference between right and wrong choices. Understand wants and needs.</p>	<p>Tolerance Respect Diversity Democracy Liberty Interest Consequences Creativity Imagination Compromising Rights Morals Consequences Ethics English law Parli- ament Democracy Heritage Culture Imagi- nation Creativity Fascination Ethics Arts Enjoyment Collaborating Getting along Music Sports Arts Reflection Morals Enjoyment Ethics Liberty Arts Music Culture Sport Liberty English Law Music Imagination</p>