



# Year 4 Curriculum Term 3

Topic Title: I am Warrior	
English	Maths
<p>The focus for our <b>Whole Class Reading</b> will be on the book 'The Thieves of Ostia' which is set in ancient Rome to match our history topic. As always, our reading lessons will follow a structured format to ensure comprehensive understanding and development of key skills.</p> <p><b>Lesson 1:</b> During this lesson, we will delve into vocabulary exploration, general knowledge enhancement, and context setting to lay a strong foundation for the text.</p> <p><b>Lesson 2:</b> 'Just Read' session where pupils will take turns reading aloud while the teacher provides necessary clarifications to ensure full comprehension of the text.</p> <p><b>Lesson 3:</b> In 'Close Read' lesson, we will concentrate on honing reading skills such as inference, summarising, skimming, scanning, and ordering events within the text.</p> <p><b>Lesson 4:</b> A dedicated session for Comprehension activities where pupils will demonstrate their understanding of the text through various tasks and questions.</p> <p><b>Lesson 5:</b> Our final lesson of the term will involve a 'Read for Pleasure' session held in the school library. Pupils will have the opportunity to choose books from their accelerated readers collection and indulge in reading for pure enjoyment. This session aims to foster a love for reading and further develop their reading skills in a relaxed and enjoyable environment.</p> <p><b>Writing Fiction</b></p> <p>Our Talk for writing focus is on dialogue. The pupils are writing their own fable based on the 'Vain Jackdaw and the Peacock.'</p> <p>The Talk for Writing dialogue toolkit contains the following skills which the pupils will be learning:</p> <ul style="list-style-type: none"><li>- Use only a few exchanges</li><li>- Tag on what a character is doing whilst speaking</li><li>- Use a 'speech sandwich'</li></ul>	<p><b>Multiplication and Division</b></p> <p><b>1. Factor Pairs</b></p> <ul style="list-style-type: none"><li>• identify and list factor pairs of numbers up to 100, demonstrating understanding that a factor is a number that divides another without leaving a remainder.</li></ul> <p><b>2. Use of Factor Pairs</b></p> <ul style="list-style-type: none"><li>• use factor pairs to solve problems, such as determining multiples or comparing multiplication and division problems.</li></ul> <p><b>3. Multiply by 10</b></p> <ul style="list-style-type: none"><li>• multiply any 2-digit number by 10, understanding the shift in place value.</li></ul> <p><b>4. Multiply by 100</b></p> <ul style="list-style-type: none"><li>• multiply any 2-digit number by 100, applying their knowledge of place value and adjusting the digits accordingly.</li></ul> <p><b>5. Divide by 10</b></p> <ul style="list-style-type: none"><li>• dividing any 2-digit number by 10, recognizing how the digits decrease in value and move positions.</li></ul> <p><b>6. Divide by 100</b></p> <ul style="list-style-type: none"><li>• divide any 2-digit number by 100 accurately, managing the shift in place values effectively.</li></ul> <p><b>7. Related Facts – Multiplication and Division</b></p> <ul style="list-style-type: none"><li>• use known multiplication facts to derive division facts and vice versa, enhancing their fluency.</li></ul> <p><b>8. Informal Written Methods for Multiplication</b></p> <ul style="list-style-type: none"><li>• using grid methods and other informal strategies to multiply numbers, laying the groundwork for formal written methods.</li></ul> <p><b>9. Multiply a 2-digit Number by a 1-digit Number</b></p>

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- Use dialogue to suggest how a character feels, thinks or what they are like to move the action forward.
- Use quirky expressions eg "Crazy cats," she muttered.

## Non-Fiction

Letter writing

Non Chronological Report on Tree Giants using Talk for Writing approach.

- multiply a 2-digit number by a 1-digit number using formal written methods, ensuring correct alignment of numbers and understanding of the multiplication process.

### 10. Multiply a 3-digit Number by a 1-digit Number

- multiply a 3-digit number by a 1-digit number, applying expanded or column multiplication methods effectively.

### 11. Divide a 2-digit Number by a 1-digit Number

- divide a 2-digit number by a 1-digit number using partitioning or written methods, interpreting remainders appropriately.

### 12. Divide a 3-digit Number by a 1-digit Number

- apply written division techniques to divide a 3-digit number by a 1-digit number, consolidating their division skills.

### 13. Correspondence Problems

- solve correspondence problems that require them to think logically and apply their knowledge of multiplication and division in real-life contexts.

### 14. Efficient Multiplication

- identifying and using the most effective method to solve multiplication problems, whether mentally, using grid methods, or formal written procedures.

## Measurement: Length and Perimeter

### 1. Measure in Kilometres and Metres

- measure and compare lengths (including heights) using appropriate tools. They need to be able to record measurements in both metres and kilometres, understanding the relationship and conversion between these units (1 km = 1000 m).

### 2. Equivalent Lengths (Kilometres and Metres)

- converting between kilometres and metres, understanding which unit is more appropriate for different measurements and contexts.

### 3. Perimeter on a Grid

- calculate the perimeter of simple shapes drawn on a grid by counting the grid units.

### 4. Perimeter of a Rectangle

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- calculate the perimeter of rectangles, understanding that the perimeter is the total length around the edge of the rectangle. They should be able to use the formula  $P = 2(l + w)$  where  $l$  is length and  $w$  is width.

## 5. Perimeter of Rectilinear Shapes

- find the perimeter of rectilinear shapes by adding the lengths of each side, ensuring they have an understanding of continuous line measurements around the shape.

## 6. Find Missing Lengths in Rectilinear Shapes

- use their understanding of the properties of shapes (such as opposite sides being equal in rectangles) to find the missing lengths.

## 7. Calculate the Perimeter of Rectilinear Shapes

- problem-solving or applying knowledge of equivalent lengths.

## 8. Perimeter of Regular Polygons

- calculate the perimeter of regular polygons by multiplying the length of one side by the total number of sides (e.g., an equilateral triangle's perimeter is 3 times the length of one side).

## 9. Perimeter of Polygons

- accurately add up the lengths of all sides to find the perimeter.

## Fractions

### 1. Understanding Whole Numbers and Fractions

- understanding of the relationship between whole numbers and fractions. This includes recognising and describing the part-whole relationship inherent in fractions.

### 2. Counting Beyond 1 in Fractional Steps

- count forwards and backwards in fractions related to familiar whole numbers, such as counting in quarters, eighths, and halves, demonstrating an understanding of the sequence and size of fractions.

### 3. Partitioning Mixed Numbers

- partition mixed numbers into wholes and proper fractions, ensuring they can distinguish between the two components and represent them accurately both visually and numerically.

### 4. Using Number Lines with Mixed Numbers

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	<ul style="list-style-type: none"> <li>use number lines to represent and interpret mixed numbers. They need to place mixed numbers correctly on the number line and use this skill to solve problems involving distances, measures, and other contexts.</li> </ul>
RE	PSHE
<p><b><u>Gospel</u></b></p> <p><b>CORE:</b></p> <ul style="list-style-type: none"> <li>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</li> <li>Make simple links between Bible texts and the concept of 'Gospel' (good news).</li> <li>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</li> <li>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</li> </ul> <p><b>KNOWLEDGE</b></p> <p><b>BUILDING BLOCKS</b></p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> <li>Jesus shows love and forgiveness to unlikely people.</li> <li>Christians try to be like Jesus — they want to know him better and better.</li> <li>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<p><b><u>Too much Selfie isn't Healthy</u></b></p> <ul style="list-style-type: none"> <li><b>Kindness:</b> showing love for others</li> <li>What's missing? Being aware of surroundings and people around you</li> <li>Guess my feelings: How someone is feeling based on their facial expressions and body language</li> <li>Unseen heroes: Thinking about and thanking the unseen heroes of our local community</li> <li>Teamwork makes the dream work! Recognising that we sometimes need help from others and working together to achieve a shared goal</li> <li>True Smartphone Developing an awareness of ways to use mobile phones and tablets responsibly (Reflection and self-evaluation)</li> </ul>

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Music	PE
<p><b>Musicianship:</b></p> <ul style="list-style-type: none"><li>-Tempo: 150 bpm (Allegro, a fast pace)</li><li>-Time Signature: 3/4 (3 crotchets in every bar)</li><li>-Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests</li><li>-Key Signature: G major (1 sharp)</li><li>-Simple melodic patterns using the notes G A B</li><li>-Improvisation -CDEGA</li></ul> <p><b>Listen and Respond:</b> Selection of songs (see overview)</p> <p><b>Singing:</b> Selection of songs (see overview)</p> <p><b>Playing:</b> Glockenspiel / Recorder - GAC / CDEF#GABC (4 parts)</p> <p><b>Improvising and composition:</b> - 3 notes - CDE / ABC / 1,2,3 or 5 notes - DEF#AB</p> <p><b>Performing:</b> Perform and share what has taken place in the lesson</p>	<p><b>Teacher Led: Hockey</b></p> <ul style="list-style-type: none"><li>-Work towards precision of movement, balance, and coordination with the stick and the ball.</li><li>-Keep control of the ball whilst moving in different directions</li><li>-Understand how to tackle safely and avoid being tackled</li><li>- Send and receive a pass successfully and pass into a space or move into a space</li><li>-Mark a player and defend</li><li>-Understand the rules, play multiple positions, and understand defence and attack.</li></ul> <p><b>TSC Dribbling, Movement, Teamwork (Invasion, Hockey and Football)</b></p> <p>Pupils will be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils should also re-view the skill of dribbling as well as the concept of movement and teamwork in order to achieve an overall goal.</p> <p><b>Fundamental Movement Skills addressed:</b></p> <p>Locomotor- Running, Walking, Hopping, Jumping (height &amp; distance)</p> <p>Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting</p> <p>Object Control- Control, Throwing, Catching, Dribbling, Kicking, Striking</p>
French	Computing
<p><b>Unit 13- J'ai mal!</b></p> <p>Parts of the body, asking and answering if something hurts</p> <p><b>Unit 14 - Où est ma trousse?</b></p> <p>Classroom Items</p>	<p><b><u>Programming A – Repetition in Shapes</u></b></p> <ul style="list-style-type: none"><li>▪ To identify that accuracy in programming is important</li><li>▪ To create a program in a text-based language</li><li>▪ To explain what 'repeat' means</li><li>▪ To modify a count-controlled loop to produce a given outcome</li><li>▪ To decompose a program into parts</li><li>▪ To create a program that uses count-controlled loops to produce a given outcome</li></ul>

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# Year 4 Curriculum Term 3

## Connected Curriculum

### History

#### Substantive Knowledge

#### Chronology of the Roman Empire

##### Timeline of Important Events or Concepts

43 AD: Roman invasion of Britain by Emperor Claudius.

60 AD: Boudica's rebellion against the Romans.

122 AD: Construction of Hadrian's Wall begins.

312 AD: Emperor Constantine legalises Christianity in the Roman Empire.

##### Significant Individuals

Julius Caesar: First Roman leader to invade Britain (55 BC and 54 BC).

Emperor Claudius: Responsible for the successful invasion in 43 AD.

Boudica: Queen of the Iceni tribe; known for leading a major uprising against the Romans.

Hadrian: Roman Emperor who ordered the construction of Hadrian's Wall.

##### Endpoints

1. Construct a timeline illustrating major events of the Roman Empire in Britain.
2. Identify and explain the significance of key events and individuals.
3. Evaluate different historical sources and understand how they contribute to our knowledge of the past.

#### A Gladiator's Life

##### What is a Gladiator?

Gladiators were trained fighters in Ancient Rome who fought in arenas.

They were often slaves, prisoners of war, or criminals, but some volunteered for fame and prize money.

##### Types of Gladiators

Murmillio: Armed with a sword and shield; wore a helmet with a fish crest.

Retarius: Fought with a trident and net; wore little armour to be quick.

Secutor: Similar to the murmillio but with a more rounded helmet, designed to protect against the retarius.

#### Disciplinary Knowledge

##### Historical Skills

Using Sources: Learn to read, analyse, and interpret a variety of historical sources including texts, artefacts, and artworks.

Chronology: Understand and create timelines to show the sequence of events based on evidence.

Evaluation: Assess the reliability and relevance of different sources when researching historical events.

##### Historical Inquiry

Explore different sources (historical artefacts, images, texts) to discover more about the lives of gladiators.

Learn to differentiate between primary (artefacts, inscriptions) and secondary sources (books, documentaries).

##### Critical Thinking

Consider questions such as: What can we learn from artefacts about the conditions gladiators faced? How do modern perceptions of gladiators differ from historical accounts?

##### Empathy in History

Discuss the lives of gladiators as people: What challenges did they face? What might have been their feelings and thoughts during their lives?

##### Research Skills

Source Evaluation: Evaluate historical source materials, including artefacts, writings, and artwork, to form evidence-based conclusions about Roman society.

Teamwork: Work collaboratively in research teams, dividing tasks and sharing findings with peers.

##### Critical Thinking

Comparisons: Draw comparisons between Roman childhood and contemporary childhood.

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Thraex: Carried a curved sword (sica) and a small shield.

## Gladiator Life and Training

Gladiators trained in special schools called ludi where they learned combat techniques. They followed strict diets and exercise regimens to build strength and agility.

## Food and Nutrition

Gladiators were often referred to as hordearii (barley men) because they ate a diet rich in carbohydrates, primarily barley and beans.

They consumed a protein-rich diet that included meat and cheese, helping to heal their wounds and build muscle.

## Weapons and Equipment

Common weapons included swords, shields, nets, tridents, and spears.

Gladiators wore protective gear like helmets, arm guards, and leg greaves.

## Life as a Slave

Most gladiators were slaves and had little control over their lives.

They lived in barracks, trained hard daily, and were owned by wealthy individuals.

Some gladiators could earn their freedom through victories in the arena.

## Combat and Entertainment

Gladiatorial games were popular public spectacles that entertained thousands of Romans.

Fights were often to the death, but sometimes a defeated gladiator was spared if they fought bravely.

## End of a Gladiator's Life

A gladiator's fate was often decided by the crowd or the editor (the person in charge of the games).

Many gladiators faced a premature death, while others could gain fame and win their freedom.

## Endpoints

1. Explain who gladiators were and describe their roles in Roman society.
2. Discuss the daily lifestyle, training, and diet of a gladiator.
3. Compare and contrast the lives of different types of gladiators and the conditions of enslaved individuals.
4. Reflect on the moral implications of gladiatorial games in the context of modern society.

Interpretation: Understand different perspectives, recognising that not all children experienced the same upbringing due to social class.

## Why Study the Romans?

Thinking about the Romans helps us see how they changed Britain and made it what it is today.

## Sources & Evidence

Primary Sources: Things like coins, ruins, and old writings show us what Roman life was like.

Secondary Sources: History books and websites help us learn from primary sources.

## Asking Questions

Encourage students to think about questions like:

What if the Romans had never come to Britain?

How did Roman ideas help us today?

Why should we remember the Romans?

- [BBC Bitesize - Roman Britain](#)
- [The British Museum - Roman Britain](#)
- [Primary Homework Help - Roman Britain](#)
- [BBC Bitesize - Boudicca](#)
- [The British Museum - Boudicca](#)

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## A Day in the Life

### Homes

Types of Homes: Roman children lived in different types of homes, such as insulae (apartment buildings) for poorer families or domus (jewelled homes) for wealthier families.

Rooms and Furniture: A typical domus included a central atrium, kitchen (culina), dining room (triclinium), and private rooms. Furniture was often simple, made of wood or clay.

Heating: Floors were often made of stone, and wealthy homes had hypocaust systems for heating.

### Clothes

Typical Attire: Roman children wore tunics, a simple garment made of wool. Girls would also wear a stola, a long dress, once they were older.

Footwear: Sandals made from leather were common. The wealthy might wear more elaborate shoes.

Accessories: Children often wore amulets for protection and were decorated with beads.

### Schools

Education System: Boys often attended school around the age of 7, while girls were usually educated at home until they were married.

Subjects: Subjects included reading, writing, arithmetic, and rhetoric (public speaking). Only wealthier children were educated formally.

School Environment: Schools were often open-air settings or in private homes with wooden benches and simplistic furnishings.

### Entertainment

Games and Toys: Roman children played with dolls, wooden hoops, and marbles. They enjoyed board games similar to today's checkers.

Outdoor Activities: They played sports like ball games and went swimming. Some enjoyed racing chariots.

Festivals: Celebrations and festivals were important, such as games held in honour of gods like Jupiter or Saturn.

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## Endpoints

1. Describe the everyday life of a Roman child in detail, covering homes, clothes, school life, entertainment
2. Compare and contrast aspects of Roman childhood with their own experiences.
3. Present their findings clearly and creatively, considering the use of props, costumes, and historical evidence.

## What did the Romans do for us?

### Roman Innovations & Contributions

Roads: The Romans built many roads in Britain, helping people travel and trade.

Baths: They made public baths and plumbing to keep people clean and healthy.

Buildings: The Romans used strong materials to build big buildings like villas and towns.

Language: Latin was the language of the Romans, and it still helps us understand some English words today.

Government: The Romans created laws and rules that changed how people were governed.

### Daily Life in Roman Britain

Food: New foods like grapes, cherries, and honey became popular in Britain.

Games: Romans brought fun activities like gladiator games and theatres.

Trade: More trading happened, bringing goods from far away.

### Changes to Society

Social Structure: The Romans had different classes, such as rich people and common people.

Religion: They introduced many gods and started spreading Christianity in Britain.

Arts & Culture: Art, stories, and learning became very important during Roman times.

## Endpoints

1. Explain what the Romans did for Britain in their own words.
2. Describe some important parts of Roman life.
3. Think about how life might be different without the Romans.
4. Share their ideas about why Roman contributions matter.

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## Boudicca

### Timeline of Important Events or Concepts

1st Century AD: Boudicca becomes queen of the Iceni tribe.

AD 60: Boudicca leads a rebellion against the Romans.

AD 61: Boudicca's forces defeat the Romans in the Battle of Camulodunum (Colchester).

AD 61: Boudicca's forces are defeated by the Romans in the Battle of Watling Street.

AD 61: Boudicca dies, possibly by suicide.

### Interesting Facts:

Boudicca led one of the most famous uprisings against Roman rule in Britain.

She is believed to have worn a golden torc, a symbol of leadership among the Celts.

Boudicca's rebellion briefly threatened Roman rule in Britain.

After her death, Boudicca became a symbol of British resistance against foreign rule.

### Endpoints:

By the end of this topic, students should know:

1. Who Boudicca was and why she led a rebellion.
2. The key events of Boudicca's rebellion against the Roman Empire.
3. The impact of Boudicca's actions on Roman Britain.
4. The legacy of Boudicca and her significance in British history

## Geography

### Substantive Knowledge

#### Location of Hillforts

#### What are Celtic hillforts?

Celtic hillforts are ancient defensive structures built by Celtic tribes during the Iron Age in Britain. They were positioned on elevated sites, providing a strategic advantage for defence.

Shapes of Celtic hillforts:

Hillforts come in various shapes including circular, rectangular, and irregular.

### Disciplinary Knowledge

#### Aerial Images of Celtic Hillforts:

Analyse aerial images to identify the shape and positioning of hillfort ruins. Describe the layout of the fort and its geographical relationship with nearby features.

#### Sketch Map of Hillfort:

Create a sketch map showing the shape of a hillfort and neighbouring features like woods and rivers.

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The shapes often depended on the terrain of the location and the specific defensive strategy of the tribe.

Geographical Features Surrounding Hillforts:

Woods: Providing resources like timber for construction and defence.

Rivers: Acted as natural barriers and sources of water for the inhabitants.

## Endpoints:

1. Identify different shapes of Celtic hillforts.
2. Describe the geographical significance of woods, rivers, and other features near hillforts.
3. Explain why the Celts chose specific locations to build their hillforts.

**Wish you were here...**

## Climate

Italy: Mediterranean climate with hot, dry summers and mild, wet winters.

Britain: Temperate maritime climate with mild summers and cool winters.

## Landscape

Italy: Diverse landscapes including mountains (Alps and Apennines), coasts, and plains.

Britain: Varied landscapes with rolling hills, flat plains, and rugged coastlines.

## Size

Italy: Total area of approximately 301,340 square kilometres.

Britain: Total area of approximately 243,610 square kilometres.

## Weather

Italy: Summers can be very hot and dry, especially in the south. Winters are milder but can be rainy.

Britain: Summers are generally mild and variable, while winters are cool and often wet.

## Endpoints

1. Describe the climate, landscape, size, and weather of Italy and Britain.

Label key elements to illustrate the strategic positioning of the fort.

## Using Maps and Globes

Introduce students to different types of maps and globes to identify the locations of Italy and Britain.

Encourage students to use these tools to compare the geographical features of both countries.

## Research Skills

Teach students how to gather information from geographical information books and reliable websites.

Guide students on recording their findings accurately and organising them into a table using appropriate software.

## Geographical Comparison

Help students understand the significance of similarities and differences in climate, landscape, size, and weather between different countries.

Encourage critical thinking by considering how these factors impact the lives of people in Italy and Britain.

## Locating and Mapping Features

Introduction to using maps to locate significant human features in Rome

Understanding key map symbols and landmarks

Developing mapping skills to plan a route and navigate around the city

## Interconnectedness of Features

Exploring connections between significant human features by function, type, or proximity

Recognizing historical and cultural links between sites in Rome

Investigating how transport links facilitate access between attractions

**Geography Skills:** Developing geographical skills such as map reading, distance measurement, and data recording.

**ICT Skills:** Utilizing online mapping tools effectively for research purposes.

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2. Utilise maps, globes, and geographical information books to research and record comparative data.
3. Create a visually appealing table illustrating the differences between Italy and Britain.

## Street Maps of Rome

### Colosseum

Located in the centre of Rome

Originally used for gladiatorial contests and public spectacles

Largest amphitheatre ever built in the Roman Empire

Symbol of ancient Rome's power and architectural ingenuity

### Vatican City

Independent city-state within Rome

Home to the Pope and the Roman Catholic Church

Houses famous landmarks like St. Peter's Basilica and the Sistine Chapel

Spiritual centre of Catholicism

### Pantheon

Well-preserved ancient Roman temple in Rome

Originally dedicated to all Roman gods

Dome-shaped roof with an oculus at the centre

Remarkable example of Roman engineering and architecture

### Sistine Chapel

Within the Vatican City

Famous for its ceiling painted by Michelangelo

Used for important papal ceremonies and gatherings

Houses renowned religious artworks

### St. Peter's Square

Located in front of St. Peter's Basilica

Significant plaza in Vatican City

Designed by Bernini

Hosts papal audiences and ceremonies

### Trevi Fountain

Baroque fountain in Rome

- [BBC Bitesize - Iron Age Hillforts](#)
- [English Heritage - Hillforts Explained](#)
- [National Geographic Kids - Italy Facts](#)
- [BBC Bitesize - Geography of the UK](#)
- [National Geographic Kids: Rome City Guide for Kids](#)
- [BBC Bitesize: Geography Rome Activities](#)
- [Google Maps: Explore Rome's Attractions](#)
- [Google Maps](#)
- [Ordnance Survey Maps](#)

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Features a large sculpture of Neptune

Tradition of throwing a coin over the shoulder for good luck

Iconic symbol of Rome's romance and culture

## Roman Forum

Ancient city centre of Rome

Archaeological site with ruins of government buildings, temples, and markets

Political, religious, and social hub of ancient Rome

Reflects the city's history and importance in the Roman Empire

## Endpoints

1. Identify and locate key features in contemporary maps of Rome
2. Plan a route around the city that includes all significant human features
3. Understand the historical and cultural significance of each attraction
4. Describe the interconnectedness of the features based on function, type, or transport links

## Roman Towns

### Roman Towns in the UK:

Doncaster

Manchester

York

Bath

Londinium (London)

Verulamium (St Albans)

Eboracum (York)

Corinium (Cirencester)

Deva (Chester)

Venta Belgarum (Winchester)

## Endpoints

1. Identify Roman towns in the UK.
2. Use online mapping tools to find distances between specified towns.
3. Record and present their findings in a table/spreadsheet format.

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Art	
Substantive Knowledge	Disciplinary Knowledge
<p><b>Clay Coins</b></p> <p><b>Celtic and Roman Coins:</b> Understand that coins in ancient times were used as a form of currency and were often adorned with intricate patterns and images representing cultural symbols.</p> <p><b>Patterns and Shapes:</b> Recognize different geometric shapes and patterns commonly found on Celtic and Roman coins, such as swirls, knots, animals, and faces.</p> <p><b>Design Skills:</b> Learn how to create original designs inspired by ancient coins using drawing and sketching techniques.</p> <p><b>Clay Modelling:</b> Develop the skills to work with clay slabs, roll, cut, imprint, and layer to create interesting textures and effects.</p> <p><b>Decorating Techniques:</b> Experiment with painting techniques using gold, silver, or bronze paint to enhance the details of their clay coins.</p> <p><b>Endpoints</b></p> <ol style="list-style-type: none"><li>1. Identify and describe patterns and shapes commonly found on Celtic and Roman coins.</li><li>2. Create an original design for an ancient coin inspired by historical examples.</li><li>3. Use clay modelling techniques to make a textured coin slab with imprinted patterns.</li><li>4. Decorate their dried clay coins with metallic paint to enhance the design details.</li></ol> <p><b>Mosaics</b></p> <p><b>What are Mosaics</b></p>	<p><b>Identifying Patterns:</b> learn to identify and analyse different patterns and shapes present on Celtic and Roman coins through visual observation.</p> <p><b>Creating Designs:</b> create their original design for an ancient coin, incorporating elements of Celtic and Roman patterns into their artwork.</p> <p><b>Working with Clay:</b> work with clay slabs, rolling, cutting, imprinting, and layering to create textured surfaces for their coins.</p> <p><b>Artistic Techniques:</b> Mosaic artists used small pieces of coloured stone, glass, or tile called tesserae to create intricate designs. They employed careful planning and precision to depict detailed scenes, such as gladiator battles.</p> <p><b>Symbolism in Mosaics:</b> Different colours and patterns in mosaics conveyed specific meanings and emotions. Gladiatorial mosaics may have symbolised themes of conflict, courage, and power.</p> <ul style="list-style-type: none"><li>• <a href="#">British Museum - Celtic Coins</a></li><li>• <a href="#">Roman Numismatic Gallery</a></li><li>• <a href="#">National Geographic Kids - Celtic Art</a></li><li>• <a href="#">The British Museum - Roman Mosaics</a></li><li>• <a href="#">BBC Bitesize - Roman Mosaics</a></li><li>• <a href="#">Primary Homework Help - Roman Mosaics</a></li></ul>

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



## Year 4 Curriculum Term 3

Mosaics are pictures or patterns formed by arranging small coloured pieces of hard material, such as stone, tile, or glass.

### Gladiator Scenes in Mosaics:

Mosaics depicting gladiator scenes were common in ancient Rome.

These artworks showcased the gladiators in combat, often in arenas like the Colosseum.

### Evidence from Mosaics:

Gladiatorial mosaics provide valuable information about the daily life, entertainment, and cultural values of the Roman era.

They reveal the popularity of gladiatorial games and the types of battles that took place.

### Endpoints

1. Identify key features of mosaics depicting gladiator scenes.
2. Compare and contrast different gladiator scene mosaics for historical insights.
3. Create their own gladiator battle scene mosaic using appropriate materials and techniques.

### Design and Technology

#### Substantive Knowledge

#### Weaponry!

#### Materials for Celtic Warrior Shield:

Wood, leather, metal

#### Shapes and Patterns for Celtic Warrior Shield:

Circular, often adorned with intricate spirals and animal motifs. Central boss

#### Design Features for Celtic Warrior Shield:

Sturdy construction, decorative elements, symbolic designs

#### Materials for Roman Soldier Scutum:

Wood, leather, metal, brass

#### Shapes and Patterns for Roman Soldier Scutum:

#### Disciplinary Knowledge

#### Research and Investigation:

Explore historical sources and images to gather inspiration for shield designs.

#### Material Selection:

Choose appropriate materials that balance durability and decoration.

#### Measurement and Precision:

Use accurate measurements and cutting techniques to ensure the shield's proper size and shape.

#### Evaluation:

Critically assess the shields' design and construction for suitability in a battle setting.

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# Year 4 Curriculum Term 3

Rectangular with a slight curve, often painted with symbolic eagles, lightning bolts.

Central iron boss

## Design Features for Roman Soldier Scutum:

Sturdy construction, decorative motifs, emblematic designs

## Endpoints

1. Create a detailed design plan for either a Celtic shield or a Roman scutum
2. Construct the shield using appropriate materials and techniques
3. Evaluate the design's durability and aesthetics in a simulated battle scenario

- [BBC Bitesize - Celtic Warriors](#)
- [The Roman Empire - Roman Army](#)

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