

Dore Primary School

Y4 Learning Journey 4

Legendary Legionaries



Purpose of Learning Journey (Endpoints):

History:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has been influenced by the wider world (*Iron Age Celts and Romans in Britain*)
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind (*Roman Empire, Roman technology (arches, roads, mosaics)*)
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (*reasons for Roman invasion of Britain and reasons for expanding empire, analysing Tacitus texts – second-hand sources, but written close to time of Roman occupation of Britain*)
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (comparing *Tacitus texts to other sources – second-hand sources, but written close to time of Roman occupation of Britain*)
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales (*understanding why the Romans were successful in their 3rd invasion attempt*)

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study (*through chronological sequencing of history*). They should note connections, contrasts and trends over time and develop the appropriate use of historical terms (*chronological sequencing of history allows comparisons to be made, and use of tier 3 vocab in lessons and on displays supports use of historical terms*). They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (*during multiple history lessons, and assessed during both 'celebration events'*). They should construct informed responses that involve thoughtful selection and organisation of relevant historical information (*through their verbal and written responses in multiple lessons*). They should understand how our knowledge of the past is constructed from a range of sources (*in multiple lessons*).

- the Roman Empire and its impact on Britain (*all learned about during History lessons*):
Julius Caesar's attempted invasion in 55-54 BC
the Roman Empire by AD 42 and the power of its army
successful invasion by Claudius and conquest, including Hadrian's Wall
British resistance, for example, Boudica (*embedded during English speech-writing unit*)
'Romanisation' of Britain: the impact of technology, culture and beliefs, including early Christianity (*also experienced through clay mosaic making*)
- changes in Britain from the Stone Age to the Iron Age:
Iron Age hill forts: tribal kingdoms, farming (*Carl Wark visit*)
- a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (*Carl Wark visit*)

Geography:

Locational knowledge

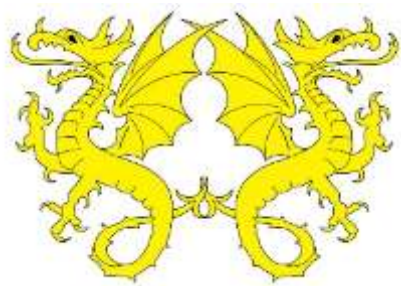
- locate the world's countries, using maps to focus on Europe, concentrating on the countries (*comparing Roman Empire to Modern Europe*)
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (*comparing Celtic Britain and Roman Britain to Britain today*)

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (*comparing cities and roads in Roman Britain to Britain today, Sheffield study*)

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (*Roman Empire work, Sheffield study, Burbage Valley visit*)



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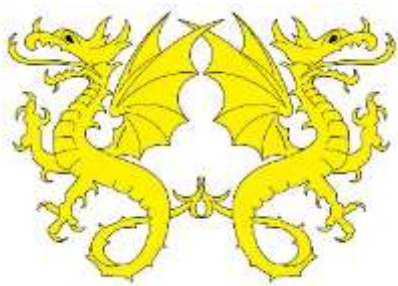
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- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (*Roman Empire work, Sheffield study, Burbage Valley visit*)
 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (*Roman Empire work, Sheffield study, Burbage Valley visit*)
- Design and Technology:**
- Make**
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (*Roman arch*)
 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate**
- investigate and analyse a range of existing products (*Roman arch*)
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (*Roman arch*)
 - understand how key events and individuals in design and technology have helped shape the world (*Roman arch and other Roman technology – roads, aqueducts etc*)
- Technical knowledge**
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures (*Roman arch*)
- Cooking and nutrition**
- understand and apply the principles of a healthy and varied diet (*Legionary Day dips and flatbreads*)
 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (*Legionary Day dips and flatbreads*)
- Art and Design:**
- to improve their mastery of art and design techniques, including sculpture with a range of materials [clay] (*Mosaic tiles*)

Links to Prior Knowledge:	Geography – countries of the UK, continents (KS1); History – Stone Age, Bronze Age, Iron Age (Y3), Ancient Egypt (Y3), Ancient Greek civilisation (Y4); Outdoor Learning – shelters (Y3), fire (Y2), cooking, lashing (Y2) – tools including saws, fire/cooking; Art (Y3)
Links for Relevance and Currency:	
Immersion Event / Activity:	Roman ‘spy’ activities
Celebration of Learning / Opportunities for Summative Assessment	Legionary Day – role play- Expectation of children to respond to key questions to clarify why different events are occurring. Latin name, date of birth in Roman Numerals, contract about where they came from in the empire, feelings linked to coming to Britain. Burbage Valley Walk – applying historical knowledge to look for clues and sources of information - (Is Houndkirk a Roman road as some people claim? Is the bridge at the foot of Carl Wark actually a Roman bridge? Is Carl Wark actually an Iron Age fort? Applying geographical knowledge – map skills to route plan and noting features of valley; Would Carl Wark have made a suitable place for a fort?
English Links:	Boudicca’s speech writing, diary entries and Roman ‘spy’ reports
Maths Links:	Roman numerals, calendar

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers			
					Values	Outdoor Learning	P4C	TASC
D&T	1		Construct a section of Roman Road using a selection of sand and different sized and shaped stones and gravel.	Sections of Roman road constructed.	✓			



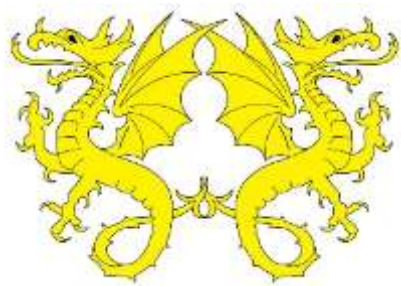
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		Materials: Choose suitable techniques to construct products or to repair items. Materials:		Written outcome – step by step instructions, evaluation.				
	2	Cut materials accurately and safely by selecting appropriate tools.	Measure and cut blocks of wood to build a Roman arch	Roman arch built from wood blocks	✓			
History	1	Change and Continuity Place events, artefacts and historical figures on a time line using dates. Sources and Evidence Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	The Founding of Rome and Chronology of the Roman Empire. Discuss and compare a mythical story and a factual story of the founding of Rome	Written explanation of which story is most likely to be true and why the legend has persisted.				
	2	Cause and Consequence Suggest causes and consequences of some of the main events and changes in history.	The expansion of the Roman Empire and the role of the Roman Empire. The features of the Roman army that made it an important reason why the Roman Empire spread. Make a training shield and re-enacting Roman Army formations	Description of key features of the Roman army Re-enactment, with shield, of Roman Army formations.				
	3	Similarity and Difference Describe the social, ethnic, cultural or religious diversity of past society.	Britain before the Romans	Complete a 'spy booklet' with evidence about Iron Age Britain Letter to Roman emperor to advise whether or not to invade Britain.				
	4	Cause and Consequence Suggest causes and consequences of some of the main events and changes in history. Use dates and terms to describe events.	The Roman invasions	Children take part in an informed debate about whether the Iron Age tribes should make peace or fight back against the Roman invaders in AD 43			✓	
	6, 10	Similarity and Difference Give a broad overview of life in Britain from ancient until medieval times.	Roman towns, roads and aqueducts Roman impact on Britain – Christianity	List towns in England of Roman origin Venn diagram to sort pre-Roman and Roman British features.				
	7, 9	Cause and Consequence Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Life in Roman Britain – houses Roman life - bathhouses	Written description and explanation of different Roman British houses. Re-enactment of the process of visiting a Roman bath house, using correct terminology.				
	8	Sources and Evidence Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Archaeological evidence of Roman Britain	Researched facts to write a page of a tourist brochure for a British Roman archaeological site (Hadrian's Wall)				



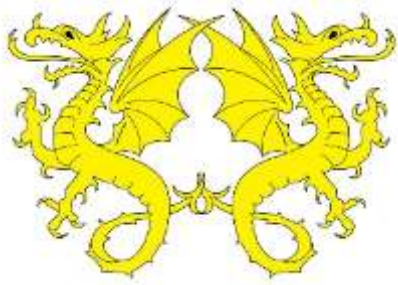
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	Vi sit	Similarity and Difference Describe changes that have happened in the locality of the school throughout history. Describe how the locality of the school has changed over time.(Geography)	Visiting Iron Age Hill fort site and Roman road in the locality.				
Geography	2, 3, 6, 7	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics. Describe key aspects of human geography, including: settlements and land use. Key concepts: Place, space	Look at maps on tables to see how the Roman empire spread. Ch to pick out the countries they know and any countries they've visited. Children locate Sheffield on the map and discuss which tribe they would have been part of. Look in atlases for towns with 'cester', 'chester' or 'caster' in them, plus other well-known Roman towns eg London, Dover, Lincoln, St Albans and York. Check if there are any in Scotland. Explain that Romans built towns all over England. Discuss why not in Scotland or Ireland.	Location of Italy, Greece, France (Roman Gaul) and Great Britain (Roman Britannia) found on maps. Characteristics of settlements in Roman Britain described, including houses, roads, water supply and public buildings.			
Geography (Local area)	1- 3	Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe key aspects of physical geography , including: rivers , mountains, volcanoes and earthquakes and the water cycle Describe how the locality of the school has changed over time. Key concepts: Place, scale, Human and physical processes	Pre-teach session drawing sketch maps of children's route to school Children examine maps of different scale showing location of Sheffield and identify human and physical features Name and describe land use in Sheffield Use Digimaps for Schools to locate children's own house and school. Use Digimaps tools to toggle between different maps to show change over time.	Sheffield and Dore located on maps of different scales Physical features identified and labelled using key geographical vocabulary Children able to describe changes in Dore using geographical vocabulary of land use.			
Geography (Local area)	4	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies Key concepts: Physical processes	Walk			✓	
Art	1, 2	Use coiling, overlapping, tessellation, mosaic and montage. Use clay and other mouldable materials.	Look at examples of surviving Roman mosaics to see the style of pictures and patterns that were used. Design a pattern or picture to be made using mosaic tiles.	A 10x10 piece of mosaic made from clay tessellae, replicating Roman mosaics			✓



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			<p>Roll out clay to a suitable thickness. Cut 100 tessellae using a ruler and knife.</p> <p>Paint each tile and then follow the design to form a pattern or pictures with the tessellae.</p>					