

Y4 Veni, Vidi, Vici Learning Sequence

Synopsis: Children carry out an in-depth study of the Romans, encompassing both their legacy and impact in Britain and Roman life eg army, homes and entertainment and leisure.

In **Science**, children learn about states of matter.

In **History**, children ask and answer questions about the Romans using a wide range of sources.

In **Art**, children use mosaics in collage to recreate a Roman fresco.

In **D&T**, children investigate a Roman invention, eg aqueduct, and design/recreate their own prototype.

In **Computing**, children learn about E-safety and how to stay safe online when accessing different sources.

Curriculum areas: English, Science, History, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a non-chronological report about Roman legacy.

English Objectives

Comprehension

- Independently retrieve and confidently record information from non-fiction
- Ask relevant questions and discuss their understanding, explaining the meaning of words in context
- Use dictionaries to check meanings
- Identify main ideas across paragraphs and summarise these

Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*) (Y3)
- Choose nouns and pronouns accurately for clarity and cohesion
- Use apostrophes for plural possession

Text Structure & Features

English Learning Sequence

- Discuss, in groups, what we already know about the Romans – what would we like to find out?
- Look at examples of non-fiction books about Romans, discussing organisation and features eg pictures, headings, subheadings, contents, index, glossary. How do these features help us navigate the information?
- Decide which aspect of Roman life or legacy to research and generate questions to find answers to
- Use the available books and the internet to find that information and makes notes summarising the main points
- Check the meaning of any unknown words in a dictionary
- Explain the meaning of these words to an adult or peer
- Ask and respond to questions to demonstrate understanding of the chosen topic
- Grammar – apostrophes for plural possession eg The Romans' legacy was ... Investigate and practise this punctuation mark

<ul style="list-style-type: none"> • Be exposed to books that are structured in different ways • Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure (Y5) <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> • Discuss and record ideas • Draw on examples of writing when planning own work • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Suggest changes to grammar and vocabulary • Proofread work for spelling/punctuation errors • Assess others' and own writing, suggesting improvements <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.</p>	<ul style="list-style-type: none"> • Jot ideas and key words/phrases for own non-chronological report, suggesting ways to organise paragraphs round a theme • Explore use of nouns/pronouns for cohesion and avoid repetition when writing eg 'the Romans' becomes 'they'. When and how often during a piece of writing is this appropriate and when does it cause confusion? • Model how to translate ideas/plan into sentences, ensuring children use a range of simple, compound and complex sentences to articulate ideas • Reinforce use of conjunctions within sentences and adverbials between sentences, ideas and paragraphs for cohesion eg. In addition ... Furthermore ... Due to the fact that ... However ... • Draft, edit and improve own report to produce final version
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English

Create a promotional leaflet for a gladiator show.

<p>English Objectives</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use fronted adverbials • Use commas after fronted adverbials <p>Text Structure & Features</p> <ul style="list-style-type: none"> • Recognise themes eg good over evil, magical devices • Identify how language, structure, vocabulary, grammar and presentation contribute to meaning <p>Plan, Draft, Edit & Evaluate</p>	<p>English Learning Sequence</p> <ul style="list-style-type: none"> • Explore a range of promotional leaflets / guides to places and events, discussing features eg. layout, colour, images, language. How do these features engage the reader? • Magpie effective key words and phrases to compile class checklist eg. lively, colourful images, quotes from visitors etc. • Examine how the creator of the promotional literature has used emotive language / rhetorical questions and other devices to persuade the reader they need to visit the place, buy the product etc. How does the structure and presentation of the leaflet further support the persuasive tone? • Explain that children are going to create promotional poster or leaflet for gladiator show in Roman times • Watch appropriate re-enactments of gladiator shows and look at images/pictures. Generate effective vocabulary eg blood-thirsty, thrilling, fight to the death, victorious
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- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Role play commentary/voice overs for a show - *And now, entering the arena to deafening boos and cheers, is Maximus, unbeaten in every challenge. He parades around the arena, working the crowd up into a frenzy etc.*
- Children use role play, images, videos and key words/phrases to compile their poster/leaflet
- Edit and improve work to produce final draft

Science

Learn about states of matter.

Science Objectives

Working Scientifically

- Generate and answer scientific questions using evidence
- Select most appropriate types of scientific enquiry
- Gather, classify, record and present data in a wide variety of ways
- Report on findings orally and in writing using scientific language to answer questions
- Make systematic observations
- Use results to draw simple conclusions, make predictions and raise further questions
- Explain similarities, differences, changes related to scientific processes and ideas
- Suggest, set up and carry out simple practical enquiries
- Understand comparative and fair tests
- Confidently use range of equipment to measure accurately

Scientific Knowledge

- Compare and group materials together according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated

Science Learning Sequence

- Link to history eg hypocaust/heating system
- Group materials and foods (and images) into solid, liquid and gas. Can children identify which could appear in more than one group? Why would this happen? Link to heating and cooling
- To deepen understanding of each state of matter, introduce concept of particles and how dense they are in each. Children act out being the particles i.e. standing close together, standing far apart etc.
- Link this activity to scientific diagrams of each state of matter. Children label and write simple explanation for each
- Challenge: using only water, can children create three different states of matter?
- Decide how they are going to set up test, which equipment they need, what to record and how. Focus on temperatures of boiling and freezing point
- Children carry out test, taking accurate measurements of temperature throughout
- Record and discuss findings, communicating scientifically

or cooled, and measure or research the temperature at which this happens in degrees Celsius

History

Ask and answer questions about the Romans using a wide range of sources.

History Objectives

- Understand how knowledge of the past is constructed from a range of sources
- Understand how and why the past is represented in different ways and explain this
- Select and organise relevant information from a wider range of sources to answer historical questions
- Regularly generate and answer a range of historically-valid questions about similarities and differences
- Order key dates on a timeline to demonstrate chronology of British and world history
- Understand how Britain has influenced and been influenced by the wider world
- Develop a range of historical vocabulary

History Learning Sequence

- Recap understanding of chronology so far, placing key dates and eras on timeline
- Give children range of clues (images, artefacts etc.) and Roman numeral codes to break which reveal key words eg legionary, Italy. Can children infer which period of time we are studying?
- Add dates to timeline and discuss similarities and differences using language of chronology
- Generate high-quality questions to answer over course of study
- Using a range of sources (if possible, primary sources and artefacts) research when, how and why the Romans came to Britain, focusing on their impact/influence
- Discuss what is meant by a 'legacy' and generate questions about the Romans' legacy eg aqueducts, roads
- Select and organise information about their legacy and use this to compile a non-chronological report
- Select an aspect or aspects of Roman life to research eg leisure and entertainment
- Use a range of sources to find out more, looking at similarities and differences between Roman times and now eg army, sport

Art

Use mosaics in collage to recreate a Roman fresco.

Art Objectives

- Create sketchbooks to record and revisit observations
- In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection

Art Learning Sequence

- Look at and discuss examples of Roman mosaics. What do children notice about the subject matter? What about the colours? Where did the Romans have mosaics?

- In collage, use mosaic and montage
- Use a range of artistic vocabulary to discuss and evaluate work
- Apply art and design techniques with creativity, experimentation and increasing awareness
- Draw on work of other artists for inspiration and begin to emulate their style

- Emulate some simple mosaic designs using pencils and capture the process in sketchbooks
- Experiment with mosaics made from different materials to make simple patterns and pictures eg tiles, paper, Lego
- Drawing on real examples for inspiration, design own mosaic to reflect Roman era and create this with tiles of different materials, eg ceramic, glass, paper
- Show awareness of detail by selecting appropriate colour palette and by cutting mosaics to appropriate size for detail
- Discuss own and others' work suggesting improvements

D&T

Investigate a Roman invention eg aqueduct and design/recreate their own prototype.

D&T Objectives

- Take risks to become innovative and resourceful
- Communicate, generate and develop ideas using a range of strategies
- Use research to inform design and develop design criteria
- Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes
- Evaluate and own and others' work, suggesting improvements and consider the views of others to improve their work
- Investigate a range of existing products in a range of relevant contexts

D&T Learning Sequence

- Research well-known Roman legacies eg aqueducts and discover how they worked. Why was the aqueduct an important invention?
- Discuss design criteria with children and explain that they are going to design and engineer their own aqueducts (could add competitive element – who can get the water to travel the furthest?)
- In groups, children work together to design their aqueduct and communicate this in different ways eg orally, annotated sketches
- Provide children with a variety of tools, materials and components and challenge them to create a fully-functioning prototype
- Children build, adapt and evaluate the effectiveness of design as they go, making changes where necessary
- Comment on own and others' designs suggesting improvements

Computing

Learn about E-safety and how to stay safe online when accessing different sources.

Computing Objectives

- Recognise acceptable/unacceptable behaviour and identify ways

Computing Learning Sequence

to report concerns about content and contact

- Recap which devices children use and what they use them for X-Box online, PlayStation etc.
- Discuss which social media platforms they have heard of/had experience of eg Instagram, Facebook, Twitter, Snapchat. Do they know about safety features of each?
- Share examples of passwords and decide whether strong choices or not. Justify responses
- Recap as a class the ways to protect oneself and friends from harm online (Use safety features, reporting concerns, age-appropriate sites, check with trusted adult before downloading etc.)
- Explain term 'digital footprint' and what this means. Create and record pros and cons for this
- Discuss potential harm of negative commenting online / through text messages. Create school leaflet encouraging positive and respectful messaging only