

Stephenson Memorial Primary School - Project Medium Term Planning

Term : Spring (Past - History)		Project Question: What legacy did The Romans leave for our community?		Year group: 4	
Summary of the project: Chn to explore a key period in history - The Romans. Chn to continue to develop a chronological understanding of the Romans, in Britain, locally and within the wider world.					
What do we want children to know by the end of this project?					
<p>History - To be able to identify how Britain was able to be conquered by the Romans, including reasons why. To be able to identify continuity and change in housing from the prehistory to Roman Britain. To be able to understand the significance of Hadrian's Wall in my locality. To be able to identify the impact of Rome on British society To be able to consider the continuity and change of Roman entertainment on British society. To be able to identify the significance of Roman religion on British society.</p> <p>Key threads (What do we want children to know about each of these threads in relation to our history focus?) Achievements - Aqueduct, culture, language, laws, jewellery, letters (alphabet), public baths, new settlements, roads, sewers, Hadrian's Wall, numbers, towns. Society - Roman structure in Italy (Map). Compare this with the Roman Empire locally. Settlements - Recap prehistoric settlements. Concrete and brick houses. Romans liked strong and decorative buildings which showed wealth. Battles- 43AD - a successful invasion by the Romans into Britain. Transport- carriages, chariots. Religion - see RE plan</p>			<p>Science - States of Matter</p> <p>Compare and group materials together according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, linking to researching melting and cooling points at different degrees celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle.</p>		<p>DT - Use, research and design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.</p> <p>Generate ideas through annotated sketches and pattern pieces.</p> <p>Select appropriate tools.</p> <p>Cut and shape a range of materials.</p> <p>Join and combine materials in permanent ways.</p> <p>Evaluate their work against original design.</p>
<p>Chronological knowledge and understanding - How will this skill be developed throughout the project.</p> <p>Events mapping of key events/battles/significant historical moments from The Roman era and after their invasion of Britain in 43AD - 84AD</p>					
<p>Art Colour See DT objectives.</p>	<p>Computing Understand the opportunities networks offer for communication and collaboration</p> <p>Use technology safely, respectfully and responsibly</p>	<p>French Numbers 1-20 Colours</p>	<p>RE: Crucifixion of Jesus by the Romans. Easter story.</p> <p>What do Christians believe about Jesus?</p> <p>Why is Lent such an important period for Christians.</p>	<p>PE Swimming</p> <p>Hockey</p>	

Which words and phrases do we want children to recall and define by the end of this project					
<p>History Romans, new settlements, public baths, Hadrian's Wall, roads, sewers, Emperor, mosaics, brick, Colosseum.</p>	<p>Art See DT.</p>	<p>Science Solids, liquids, gases, classify, heating, cooling, melting, freeing, boiling, matter, temperature,</p>	<p>D&T Design, develop, model, equipment, joining, finishing.</p>	<p>Computing</p>	<p>RE Romans, crucifixion, Jesus Christ, Lent, Christians.</p>

In order to ensure all children can achieve - what pre teaching/learning will need to occur? What prior knowledge will they need?

History What knowledge of timelines/chronology do children need to have? Children will need to compare and contrast previous year key threads with new learning. What prior knowledge will they need? Prehistoric Britain			Science Identify and name a variety of materials with everyday uses and compare their suitability e.g. wood, metal, plastic, glass, brick, rock, paper and cardboard. Describe the simple properties of everyday materials	DT Generate and communicate their ideas through talking, drawing and templates. Select from a range of tools and equipment to perform practical
Art See DT	Computing Chn have previously learned about e-safety last term and applying digital literacy skills for looking on the internet.	French Numbers 1-10 Colours	RE Christian worship and The Church Palm Sunday Easter Story	PE Invasion Games/Striking and Field Games Agility, Balance and Coordination Skills

Which visits,visitors and special experiences will we organise to secure children’s knowledge ?

Trip to Segedunum.
 The History Bloke.
 Make Roman shields and chn to learn how to march and and form battle formations as Centurions.

Which books will help the children secure and think more deeply about the knowledge in this project?

Reading Spine

Spring 1	Spring 2
The Amazing Story of Adolphus Tips	The Wild Robot

Driving Texts

Fiction	Non Fiction	Poetry
Escape to Pompeii.	Diary entry	Haiku

How will we exhibit our learning? How will we present our learning from each subject?

How will children present their answers to the enquiry question?
 What would a good one look like?