

History

The Roman Empire and its impact on Britain
This could include:

- 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, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Chronological Understanding

Can they plot recent history on a timeline using centuries?
Can they place periods of history on a timeline showing periods of time?
Can they use their mathematical skills to round up time differences into centuries and decades?

Knowledge & Interpretation

Can they explain how events from the past has helped shape our lives?
Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?
Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?
Do they recognise that the lives of wealthy people were very different from those of poor people?
Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Historical Enquiry

Can they research two versions of an event and say how they differ?
Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
Can they give more than one reason to support an historical argument?
Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

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Science

States of Matter

Can they compare and group materials together, according to whether they are solids, liquids or gases?
Can they explain what happens to materials when they are heated or cooled?
Can they measure or research the temperature at which different materials change state in degrees Celsius?
Can they use measurements to explain changes to the state of water?
Can they identify the part that evaporation and condensation has in the water cycle?
Can they associate the rate of evaporation with temperature?

Sound

Can they describe a range of sounds and explain how they are made?
Can they associate some sounds with something vibrating?
Can they compare sources of sound and explain how the sounds differ?
Can they explain how to change a sound (louder/softer)?
Can they recognise how vibrations from sound travel through a medium to an ear?
Can they find patterns between the pitch of a sound and features of the object that produce it?
Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?
Can they recognise that sounds get fainter as the distance from the sound source increases?
Can they explain how you could change the pitch of a sound?
Can they investigate how different materials can affect the pitch and volume of sounds?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Can they design programs that accomplish specific goals?
Can they debug programs that accomplish specific goals?
Can they design and create programs?
Can they use repetition in programs?
Can they control or simulate physical systems?

Information Technology

Can they design and create content?
Can they present information?

Digital Literacy

Can they use technology safely, respectfully and responsibly?
Can they identify a range of ways to report concerns about contact?
Do they recognise acceptable/ unacceptable behaviour?

Languages

Listening and Responding

Do they understand short passages made up of familiar language?
Do they understand instructions, messages and dialogues within short passages?
Can they identify and note the main points and give a personal response on a passage?

Speaking

Can they have a short conversation where they are saying 2-3 things?
Can they use short phrases to give a personal response?

PSHE

Identity

What is diversity?

Health

How can we be a good friend?

RE (Judaism: Shabbat & Festivals in Jewish Life)

Key Questions

Why is Shabbat important to Jews?
Why do Jews visit the synagogue on Shabbat?
Why is it important to keep traditions/customs alive?
How does what happens at each Festival help to teach young Jews about their past?
What do these festivals show about the Jews' relationship with God?

Music

Performing

Can they perform a simple part rhythmically?
Can they sing songs from memory with accurate pitch?

Composing

Can they use notations to record and interpret sequences of pitches?
Can they use standard notation?

Appraising

Can they explain the place of silence and say what effect it has?

PE (Rising Stars – Fitness Frenzy & Mighty Movers)

Art

Drawing

Can they begin to show facial expressions and body language in their sketches?
Can they identify and draw simple objects, and use marks and lines to produce texture?
Can they organise line, tone, shape and colour to represent figures and forms in movement?
Can they show reflections?
Can they explain why they have chosen specific materials to draw with?

Sketch Books

Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
Can they produce a montage all about themselves?
Do they use their sketch books to adapt and improve their original ideas?
Do they keep notes about the purpose of their work in their sketch books?

Collage

Can they use ceramic mosaic?
Can they combine visual and tactile qualities?

Knowledge

Can they experiment with different styles that artists have used?
Can they explain art from other periods of history?

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Drawing & Knowledge will be covered as part of a Whole School Art Project linked with BHM.

Year 4 Autumn Topic Puzzle Veni Vidi Vici (I came, I saw, I conquered)



Home Learning Opportunities

Ideas of places you could visit:

- London's Roman Amphitheatre
- Billingsgate Roman House and Baths
- Museum of London
- British Museum
- London Wall
- Lullingstone Castle
- Crofton Villas
- Canterbury Roman Museum

Other possible ideas to do at home:

- <https://www.bbc.co.uk/history/handsonhistory/romans.shtml>
- Make a Roman inspired mosaic
- Make a Roman Villa

Look through the '50 things to do before you're 11 ¼' by The National Trust – How many can you tick off?