

Year 4 AW

ROMANS Rationale: I came, I saw, I conquered!
The Roman Empire and its Impact on Britain

Local study: Romans in Castor

Rationale: We used the proximity of the Roman remains at Castor to bring our topic to life. We walked along the roman route around Castor. The children collected genuine Roman remains and stood on Ermine Street, where Roman Emperors such as Hadrian and Constantine have passed before us. The children had many questions about Roman life which we used to direct our learning. We also used the trip to the site of the Roman bridge on River Nene and the trip to the River Welland to bring in local geography and our study of rivers.

Creativity	Independence	Aspiration
<p>Our topic gave us many opportunities to take a journey back in time.</p> <p>We dressed up, used our imagination plus historical facts to create our writing and record informative videos.</p> <p>The geographical work about the port at Ostia gave rise to writing opportunities creating a market scene with authentic wares.</p> <p>We visited the site of a Roman Industrial area plus we saw the site of the Roman bridge over the River Nene and the Praetorium in Castor.</p> <p>Our trip gave us writing opportunities with our letters home from soldiers guarding the bridge at Nene, incorporating our knowledge of life in Roman times, such as healing wounds with nettles.</p> <p>We also used this lively visit and experience to inform our own version of the Legend of the Ninth Legion.</p> <p>We studied Roman Gods and invented a few of our own. We wrote letters of complaints to</p>	<ul style="list-style-type: none">• Design and make a mosaic• Work in groups to script own videos• Research using books and online resources.• Ensure we stayed safe online.• Make model rivers in the school garden• Make videos about the water cycle in pairs/groups• Use the iPads and 'Explain Everything' to create information on the River Welland.	<ul style="list-style-type: none">• Understand when the Romans lived in Britain and what life was like.• Know about the Roman Army and gladiators, compare with the modern British Army• Write and create our own plays/videos• Know about Roman housing and heating• Create our own version of the Legend of the Ninth legion• Create lasting mosaics which can be displayed• Use maps to locate the Uk and the Roman Empire, Italy, oceans , continents and countries in the world• Use maps to learn how to use 6 figure grid references• locate Italy, Rome and Ostia on maps• Learn about the water

<p>the Gods requesting punishments for people- just as the Romans did.</p>		<p>cycle , rivers and volcanoes, link to Pompeii</p>
<p>Spark : We started with the Roman Army. Children learnt about Roman battle formations. Then we headed for the playground with tea trays as shields. We made the 'Testudo', the orb and the wedge. This led on to finding out more about the army and the Roman Empire, in particular the Romans in Britain and their legacy.</p>	<p>Learning Celebrations: We made and watched our own Roman video. We had a Roman afternoon to make mosaics. We made our information videos on rivers and watched them in our classroom.</p>	
<p>Role Playing/Life Skills/Real / Our project gave us many opportunities for letter writing: we wrote to Castor school to thank them for our visit.</p> <p>We scripted and filmed our own Roman information videos</p> <p>We scripted and filmed our own information videos on the water cycle and rivers. We made models of mountains and rivers in our school garden.</p> <p>We wrote thank you letters to our visitors</p> <p>We discussed the Roman legacy including democratic voting and voted as a class to make a donation to support the St Kyneburgha's Trust following our visit</p>	<p>Community Cohesion: Visit to Castor school for Roman Tour and Roman walk. Letters to Castor school and donation to the St Kyneburgha's Trust.</p> <p>We invited Ken Davies, local wildlife expert from Rutland Water, to talk to us in assembly about Ospreys and then we used the satellite tracking in our classroom to identify the countries along the route.</p> <p>We sang songs from 1940's at Christchurch in aid of the Sue Ryder Charity, invited to participate by Morrison's following our successful carol singing</p> <p>We had a visit from Major Samways to make comparisons between the modern British Army and the roman army</p>	
<p>Out of Classroom Opportunities Visit to Castor school and walk along Roman trail. Collection of genuine Roman remains. Trip to the river Nene to see the site of the Roman bridge over the river. Trip to Stamford Meadows and the river Welland</p>	<p>Home Learning Activity Various open ended tasks to follow up class learning</p>	

Computing and E-safety

When carrying out research into the Romans, pupils used the internet to search for websites effectively. There was a strong focus throughout on the need to stay safe online and how to deal with any situations which gave cause for concern.

British Values

We discussed the positive effects of the Roman invasion and the legacy left behind. The Romans brought civilisation with laws and introduced the first notions of a police force and fire brigade. We used our democratic vote to decide to donate to the St Kyneburgha Trust following our visit which was guided by volunteers from the Trust. We used the information about Roman laws and democracy to introduce the idea of democracy with discussions about the forthcoming general election. We discussed the General Election and the political parties. We learnt the names of the 7 main parties and their leaders. We discussed the right to vote and had our own class election to compare our results with the actual election. We found out about the Houses of Parliament, the House of Commons and the House of Lords and how laws are passed in this country. We also found out how often Big Ben is cleaned and that the tower is the Elizabeth Tower.

Links to discrete subjects:

Literacy: Our topic gave many opportunities for writing, for example letters home from soldiers guarding the bridge over the river, letters of complaint to the Gods, writing scripts for the Roman video, information texts about how roads were built, writing our own legend. The Bridge over the River Nene led on to finding out about rivers and the water cycle and we scripted our own information and recorded this in groups. We wrote thank you letters to the school in Castor and to Major Samways.

In Art we linked our mosaics to our maths work on symmetry and created designs using reflective symmetry.

In Maths we learnt how to read and write Roman numerals.

In Dance we created a Gladiator dance and a crowd scene for spectators in the Colosseum.

In PE we used Roman soldier activities in our warm ups.

In Geography we incorporated the Roman Empire with our world geography with information on continents and oceans. We looked at the extent of the Roman Empire on maps. We learnt to identify some of the main countries. We also used local maps to locate settlements with six figure grid references. We located Stamford and Castor on the map and we identified Rome in Italy. We also learnt how six figure grid references work and used local maps to locate features. We found out about Pompeii and volcanoes. We also studied rivers and how they are formed and linked this to the River Nene. Plus we made a visit to the River Welland to look at the tributary, confluence and meanders. We used our knowledge of the water cycle to make informative videos. We also learnt about settlements and identified different types of settlements on maps. Finally we used the Osprey visit to use satellite tracking and locate countries in the world.

In History we learnt when the Romans invaded and how they failed to invade twice. We found out why the Celts did not defeat the Romans. We researched Roman housing, heating, food, Gods, life in

an industrial area and trade, the Roman army, the extent of the Empire and the Roman legacy. We found out about the tragedy in Pompeii. We learnt about the long-lasting changes brought to this country by the Romans , including democracy and we linked this to British values.

Steps to success

The children will be able to locate the Roman invasion on a timeline

They will know that Julius Caesar failed twice to invade

They will know that Claudius brought the first successful invasion in 55BC

They will know how the Celts lived, they will know about Boudicca

They will know some of the reasons the Romans came

They will know about life as a Roman soldier

They will stand on the field above the remains of Ermine Street

They will look for Roman remains on the walk

They will know that according to the legend, the Ninth Legion marched from Eboracum to Caledonia

They will write a script for a video on Romans

They will learn about volcanoes and Pompeii

They will be able to locate Italy on a map

They will be able to locate the continents and oceans

They will be able to name some of the counties on a world map

They will learn about the importance of Ostia

They will learn about rivers and the water cycle

They will learn how to use 6 digit grid references on maps

They will build models of rivers in the school garden and know the main features of a river

They will visit a tributary , a confluence and a meander

How will the project be evaluated?

The children will be able to give verbal and written feedback on the topic

They will be able to say which parts of their learning they have enjoyed

They will answer quiz questions to see how much information they have remembered

Their creative writing will give evidence of knowledge about the Romans