

Spring 1: How do we express ourselves?

Driver: History

Outcome: Have humans always entertained themselves in the same way?

Core Text:








A Gladiator stole my lunch box

Writing Genres:

Narrative, diary entry

Vocabulary

Chronology, aqueduct, amphitheatre, centurion, chariot, coliseum, Roman villa, invasion, vibration, pitch, charcuterie

Subjects:	Learning Objectives:	Activities
<p>Science: Sound</p> 	<p>I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Performing simple tests and using equipment- Which material is best to use for muffling sound in ear defenders? (Comparative/Fair testing) Setting up fair tests- How does the volume of a drum change as you move further away from it? How does the length of a guitar string/tuning fork affect the pitch of the sound? (Comparative/Fair testing) (Looking for Patterns – Sorting and Grouping- Is there a link between how loud it is in school and the time of day? If there is a pattern, is it the same in every area of the school? (Pattern seeking) Observing and measuring- When is our classroom the quietest? (Observation over time) Using Books, Videos, the Internet, People and Photos to Find Answers- Roman music (Research)</p>
<p>History: Ancient Romans</p> 	<ul style="list-style-type: none"> <li>-Place some historical periods in a chronological framework</li> <li>-Use historic terms related to the period of study</li> <li>-Ask and answer historical questions</li> <li>-Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>-Use a variety of resources to find out about aspects of life in the past</li> <li>-Describe the Roman Empire and its impact on Britain</li> <li>-Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>-Communicate his/her learning in an organised and structured way, using appropriate terminology</li> </ul>	<p>Create a timeline to understand when in time the Romans ruled Explore Roman life and compare with modern times using a variety of resources. How have we been impacted by the Romans today?</p>
<p>Geography: Rome</p> 	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Know about changes to world environments over time</p>	<p>Explore Italy using VR headsets Compare Ancient Rome to modern day Rome and the surrounding countries. Compare with knowledge of UK.</p>
<p>Art: Roman sculpture</p> 	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork Use taught technical skills to adapt and improve his/her work Plan Roman sculpture through drawing and other preparatory work Describe some of the key ideas, techniques and working practices studied</p>	<p>Learn about and re-create Roman sculptures [History link]  Helpful scheme for planning- develop drawing knowledge, using sketch paper in project books. Then planning to create a clay pot sculpture- if time, create during last week. Comment on key ideas, techniques and working practices <a href="https://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html">https://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html</a></p>
<p>Design and Technology:</p> 	<p>Read and follow recipes which involve several processes, skills and techniques</p>	<p>Prepare a range of Italian recipes for Roman banquet day,</p>
<p>Computing</p> 	<p>Programming B – Repetition in games</p>	<p>Using loops to create shapes, animate a name, modify, design and create a game. Design a Roman themed game</p>
<p><b>Action/Exhibition:</b> Exhibit a Roman banquet to parents to show how the Romans entertained themselves.</p>		
<p><b>Trip ideas:</b> London Roman walking tour and Mithereaneum visit</p>		
<p>To be taught in a block and evidenced through floor books</p> 	<p>PSHE: <b>Physical health and fitness</b>- impact of an active and inactive lifestyle Mental wellbeing- benefits of physical exercise Relationships and sex ed- how bodies change as they move through puberty <b>RE: Christianity: Art and stories:</b> What do stories in the bible tell us about Christianity?</p>	

