<table>
<thead>
<tr>
<th>Year 4</th>
<th>The Romans</th>
<th>The Thames</th>
<th>London</th>
<th>Anglo Saxons &amp; Vikings</th>
<th>The Normans</th>
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</table>
| **The Romans** | History: The Roman Empire and its impact on Britain  
- Julius Caesar  
- Hadrian’s Wall  
- Boudica  
- Romanisation of Britain | Geography: Settlements, land use, economic activity, including natural resources, especially energy and water supplies | Geography: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | History: Britain’s settlements by Anglo-Saxons and Scots. Britain’s settlements by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  
- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion  
- Anglo-Saxon and Viking struggle | History: A study of an aspect or theme in British history that extends beyond 1066: The Norman invasion and its impact on British society. |
| **Key Learning Points** | What is it like to be invaded and which countries have been invaded recently?  
- Who were the Romans and would they have enjoyed coming to Britain?  
- Would you prefer to be a Gladiator or a Premiership footballer?  
- What did the Romans do for us?  
- How could you be as fit as a Roman?  
- Why did the Romans need to build forts?  
- Who was Boudica and why did she become so famous?  
- Who were the famous Romans and what do we know about them?  
- Reflection: Children through ‘home learning’ tasks will be expected to put together a ‘research file’ that will start with a range of questions they will have thought of. | Key Learning points  
- Why is London situated where it is?  
- Which other famous European cities are situated on a river?  
- Why are rivers important for the lives of the people who live there now and lived there some time ago?  
- How have people adapted rivers and water for their own use?  
- How has the Thames created jobs for many people who live in London?  
- Using your photographs, can you create a painting of one of the bridges on the Thames?  
- Reflection: Groups of children to put together a photostory of their learning about The Thames | Key Learning points  
- Why do you think London is the capital city of the United Kingdom?  
- Why do so many people live in London?  
- Can you trace the growth in London’s population over the past 100 years?  
- Can you choose 5 popular monuments or buildings in London and write a promotion leaflet on them?  
- What would be the main advantages and disadvantages of living in London?  
- Reflection: Using photographs and video extracts can they put together a documentary about the city? | Key Learning Points  
- Who were the Anglo-Saxons and how did they influence our life today?  
- How did the Anglo-Saxons bring law and order to Britain?  
- What evidence do we have today that the Anglo-Saxons were ever here in the first place?  
- Which Anglo-Saxon Christian symbols remain with us today?  
- Who were the Vikings and why did they invade Britain?  
- Who were the famous Anglo-Saxons and why was Alfred so ‘great’?  
- Reflection: Using your model settlement, can you produce a filmed documentary about Anglo-Saxon life? | Key Skills  
Children to:  
- Be able to find information from a variety of media and begin to understand how bias and opinion might affect the validity of the information  
- Research two versions of an event and say how they differ.  
- Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.  
- Give more than one reason to support an historical argument.  
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. |
| **Key Skills** | Children to:  
- Be able to find information from a variety of media and begin to understand how bias and opinion might affect the validity of the information  
- Research two versions of an event and say how they differ.  
- Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.  
- Give more than one reason to support an historical argument.  
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. | Key Skills  
Children to:  
- Be able to find information from a variety of media and begin to understand how bias and opinion might affect the validity of the information  
- Describe the main features of a well-known city  
- Explain why people are attracted to live in cities  
- Plan a journey to a place in England (London)  
- Choose patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside)  
- Use appropriate symbols to represent different physical features on a map | Key Skills  
- Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information  
- Place different periods of time on a timeline including some dates from a period studied  
- Research two versions of an event and say how they differ.  
- Give more than one reason to support an historical argument.  
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. | Key Skills  
- Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information  
- Use dates and historical language in their work  
- Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations  
- Appreciate how historical artefacts have helped us understand more about British lives in the present and the past |
- **Trips and Experiences**
  - **The Romans**
    - **Other ideas for trips and experiences**
      - **Trips and Experiences**
        - Visit to London
        - Trip to London
        - Apple Store Workshop - Using Procreate to create a London scene and for children to design their own London landmark emoji.
        - Rep theatre - Peter Pan Dec 19
        - **Art & DT opportunities**
          - DT Key learning point: catapults
            - **Key Skills**
              - Children to:
                - Show a good level of accuracy when using saws, sandpaper, glue, and other tools and equipment needed to make a catapult.
                - Measure carefully to make sure that their product fits together.
                - Attempt to make their catapult strong.
                - Produce a plan and explain it to others.
                - To think of a way to check that their design is successful.
                - Use the work of the Romans as inspiration for their work.
              - ART:
                - Key learning point: Monet paintings of water and impressionism.
                  - https://www.standard.co.uk/go/london/articles/london-art-nine-paintings-of-the-river-thames-you-have-to-see-a3900821.html
                  - Sunrise, lily pond, The Thames below Westminster
                  - What style of painting did Monet use?
                  - Can you name 3 of Monet’s paintings?
                  - Where did Monet like to be when he painted?
                  - What did all of Monet’s paintings have in common.
            - **Key Skills**
              - Children to:
                - Experiment with different styles that artists used.
                - Use the natural environment as a stimulus for their work.
                - Create all of the colours they need.
                - Use their sketch books to express feelings about Monet’s art work.
                - Create mood, feeling and movement in their work.
          - **DT Key learning point: design and build a bridge over the Thames**
            - **Key Skills**
              - Children to:
                - Come up with at least one idea about how to create their product.
                - Take account of the ideas of others when designing.
                - Show a good level of expertise when using a range of tools and equipment.
                - Produce something that will be liked by others.
                - Evaluate their product thinking of both its appearance and the way it works.
                - To suggest improvements and say what was good and not so good about their original design.
            - **DT Key learning point: Build a Norman castle.**
              - **Key Skills**
                - Children to:
                  - To use the work of the Anglo Saxons to inspire their work.
                  - Make imaginative use of the knowledge and skills they have acquired to express their own ideas.
                  - Can embellish decoratively using more layers of materials to build complexity in their work.
                  - Respond form advice from others to rework and improve their design ideas.

- **Trips and Experiences**
  - **The Thames**
    - **The Thames Art & DT opportunities**
      - DT Key learning point: Monet paintings of water and impressionism.
        - https://www.standard.co.uk/go/london/articles/london-art-nine-paintings-of-the-river-thames-you-have-to-see-a3900821.html
        - Sunrise, lily pond, The Thames below Westminster
        - What style of painting did Monet use?
        - Can you name 3 of Monet’s paintings?
        - Where did Monet like to be when he painted?
        - What did all of Monet’s paintings have in common.
    - **London Art & DT opportunities**
      - DT Key learning point: design and build a bridge over the Thames
        - **Key Skills**
          - Children to:
            - Come up with at least one idea about how to create their product.
            - Take account of the ideas of others when designing.
            - Show a good level of expertise when using a range of tools and equipment.
            - Produce something that will be liked by others.
            - Evaluate their product thinking of both its appearance and the way it works.
            - To suggest improvements and say what was good and not so good about their original design.
        - **DT Key learning point: Build a Norman castle.**
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            - Children to:
              - To use the work of the Anglo Saxons to inspire their work.
              - Make imaginative use of the knowledge and skills they have acquired to express their own ideas.
              - Can embellish decoratively using more layers of materials to build complexity in their work.
              - Respond form advice from others to rework and improve their design ideas.

- **Trips and Experiences**
  - **Anglo Saxons**
    - **Anglo Saxons Art & DT opportunities**
      - Key learning points: Build a Norman castle.
        - **Key Skills**
          - Children to:
            - Understand how to reinforce and strengthen a 3D framework.
            - Use finishing techniques to strengthen and improve the appearance of their product.
            - Measure, mark out and cut a range of materials using appropriate tools and techniques.
            - Use the work of the Normans as inspiration for their work.
            - To suggest improvements and say what was good and not so good about their original design.
            - Generate ideas considering the purposes for which it is designed.
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<tr>
<td><strong>The Romans</strong></td>
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<td><strong>London</strong></td>
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<td>Explore different beats and rhythms for the Roman army to march to. Compose and perform to the rest of the class.</td>
<td>Listen to and compare music about London. Children to compose their own song using 'London Bridge is Falling Down' as stimulus.</td>
<td>The importance of London to music – recording studios etc. Research some of the famous bands/artists to have recorded at Abbey Road eg. Beatles.</td>
<td>Research Anglo-Saxon instruments. Children to make their own pipe instrument.</td>
<td>Compose a piece of music to accompany a battle scene or as a Regal anthem.</td>
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<td>Trip to London</td>
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<td>German – learn basic vocabulary.</td>
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<td>To follow</td>
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<td><strong>The Romans</strong></td>
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<td>Linked to Autumn computing topic- Animation. Children to create Roman animations recreating Roman battle scenes.</td>
<td>Look at the Thames using Google Earth. Children to screenshot and annotate. Possible PowerPoint / Movie Maker presentation.</td>
<td>3D printing unit. Children to use CAD software to create and print a 3D model of a London landmark- Big Ben or Tower Bridge. Apple Store Workshop-Using Procreate to create a London scene and for children to design their own London landmark emoji. Art, topic and computing link</td>
<td>Children to create a CAD 3D model of an Anglo-Saxon building- house, abbey, church and to 3D print models for display.</td>
<td>Linked to year 4's Computing topic – Digital Art. Create your own digital Bayeux tapestry by providing children Norman images to insert and arrange in a story scene.</td>
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