

NC Requirements	Knowledge	Skills
<p>The Roman Empire and its impact on Britain</p>	<p>Link to Y2- How can I find out about the past? Link to Y3-What was Britain like thousands of years ago? Link to Y5-Who influenced what Britain is like today?</p> <p><i>This follows on chronologically from Y3 What was Britain like thousands of years ago?</i></p> <p>History vocabulary Chronological, millennium, century/decade BC/BCE AD/CE era, time period, similarities, differences, evidence – primary or secondary, sources, ancient, modern, archaeology, archaeologist, contrast, trends over time, influence, significant, impact.</p> <p>General vocabulary – process of change, landscape, settlement, empire, diversity, societies, slave, citizen, dynasties, relationship, identity, challenges, influence, reveal, technology, climate, travel, road system, trade, art and culture, overview, connections, regional, national and international, constructed, architecture, religion, worship, sacrifice, beliefs, temples, senate, inventions, peace, power, conquer, laws, justice, medicine, leisure, baths, theatre, myths, legends, education, prosperity, wealth,</p> <p>Specific history topic vocabulary Julius Caesar, Claudius, invasion, conquest, resistance, Boudica, Romanisation, hypocaust, viaduct/aqueduct, gladiator, coliseum, amphitheatre, Hadrian’s wall.</p> <p><u>When did the Romans invade and why?</u></p> <p>Three Invasions Julius Caesar was a general in the Roman army, who eventually became ruler of the Roman Empire. In 55BC, the Romans already ruled the country that we know today as France. The Romans called it Gallia. Julius Caesar invaded Britain in 55BC and then again in 54BC. His main motivation was that Britains were supporting the Gauls against the Roman Empire but also extending the Roman Empire would have brought him prestige. In the first invasion he brought 10-12,000 troops (2 Roman legions) but it was difficult to bring the large ships close to the shore and the local tribes fought fiercely. The Romans fought several battles against different Celtic tribes before returning to Gaul in France When he returned the following year he brought around 37000 men (5 Roman legions) and marched inland as far as Hertfordshire, crossing the River Thames and defeated the Catuvellauni tribe. Julius Caesar agreed to leave Britain but only if the tribes agreed to make a tribute (payment) to Rome. Troops didn’t stay in Britain following these invasions but the invasions demonstrated the power of the Roman Empire.</p> <p>In AD43 the Emperor Claudius decided to extend the Roman Empire to include Britain. Four Roman legions, led by General Aulus Plautius, landed in three locations on the coast of Britain – Richborough, Lympne and Dover. A large battle was fought between the Romans and the Celtic tribes near to the River Medway. The Romans emerged victorious, but it took many years to gain control of Britain, as many tribes (such as the Iceni led by Boudicca) continued to fight against Roman rule. The Roman invasion of Britain was a gradual process.</p> <p>Between Caesar’s second invasion and the final invasion under the Emperor Claudius, Roman traders and merchants had established trading relationships with the Celtic tribes living in Britain. As a result, some areas in the South of England were being influenced by the Romans and their culture before the final invasion.</p> <p>Why they wanted to invade</p>	<ul style="list-style-type: none"> • I can use research skills to find answers to specific historical questions • I can plot events on a timeline using centuries • I can use my mathematical skills to round up time differences into centuries and decades • I can explain how historic items and artefacts can be used to help build up a picture of life in the past <p>Skills vocabulary Interpretation Facts /opinions Evidence Chronology Constructing a timeline Ordering Artefacts Research Enquiry Comparison Reliability Continuity Significance Discussion Argument Reasoning Frame historically valid Draw contrasts Analyse trends</p>

	<p>The Romans invaded Britain because they were constantly wanting to extend the Roman Empire and push the boundaries of the land under Roman control. Britain was full of natural resources (link to Y3 What was Britain like thousands of years ago? (metals) and Y3 Why were there so many coal mines in South Yorkshire?) and the Romans thought it'd be of great benefit to the empire if Britain could be successfully invaded</p> <p>Hadrian's Wall (link to Year 5 Picts)</p> <p>Forty years after the Emperor Claudius conquered southern Britain in 43 CE, the Roman governor, Gnaeus Julius Agricola, led a force of 20,000 troops northwards into the country known by the Romans as Caledonia (Scotland).</p> <p>Unlike the rest of Britain, Scotland was never considered part of the Roman Empire. The Roman armies invaded Scotland several times and even defeated the northern tribes a few times, but they never controlled Scotland. To control their newly won territory in England, the Romans built heavily defended forts around the country. Most famous of all, on the northern edge of their British territory, the Romans built a coast-to-coast wall to protect Roman England from the tribes who lived in Scotland.</p> <p>Hadrian's Wall was built so well, that you can still go and see parts of it today, nearly 2000 years after it was made. The Romans started to build Hadrian's Wall in 122AD and it took about 14 years to complete.</p> <p>Hadrian's Wall was a stone barrier built to separate the Romans and the Picts tribes in Scotland. It allowed Roman soldiers to control the movements of people coming into or leaving Roman Britain.</p> <p>Every Roman mile along the Wall there was a milecastle, a fortified gateway which allowed Roman soldiers to go on patrol to the north of Hadrian's Wall and control other people passing through the Wall.</p> <p>Between the milecastles were two turrets at regular intervals from which soldiers could keep watch over the surrounding countryside.</p> <p>During the building of the Wall, it was decided to add forts. There were 16 forts in total along the length of the Wall. These meant that even more Roman soldiers were based along the wall and the frontier was more effectively controlled.</p> <p>Hadrian was born in Rome in A.D. 76. He became Emperor of Rome in A.D. 117 and ruled for 21 years until A.D. 138.</p> <p>Hadrian came to visit Britain in A.D. 122, one of the many stops on a tour of the western provinces of the Roman Empire. His mission was to strengthen the defences along the northern Roman Empire. It is likely that during this visit that he ordered the construction of the Wall.</p> <p><u>Did the native Britons welcome or resist the Romans, and why?</u></p> <p>Boudica</p> <p>At the time of the Roman conquest of Britannia, there was a Celtic tribe called the Iceni tribe. They were ruled by a king, called Prasutagus, who was married to Queen Boudica.</p>	
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	<p>The Roman army was strong and powerful and Celtic tribes like the Iceni tribe lived in fear. King Prasutagus wanted to protect his tribe, so he made a deal with the Romans that would allow him to continue ruling his tribe under their terms. When he died, he left instructions in his will to give half of his kingdom to the Roman Emperor and the other half to Queen Boudica.</p> <p>However, the Romans did not honour Prasutagus's will as he had intended. Instead, they took away land and farms from the Iceni tribe, increased taxes and refused to let Boudica be queen, publically flogging her instead. Boudica was not the kind of queen to take this treatment lightly. She was angry with the Romans and vowed to fight back. The people in her tribe were also cross with the way in which the Romans had treated them and it was easy for Boudica to encourage her people to join her in the fight against the Romans. When warriors from other tribes heard about Boudica's rebellion, they decided to join her army too.</p> <p>Boudica's army launched its attack in 60 AD, when the Roman governor Suetonius Paullinus was called away. Boudica ordered her warriors to burn down Roman towns and kill as many Romans as possible. They destroyed the town of Colchester and then went on to ransack London and St. Albans.</p> <p>When Suetonius Paullinus heard the terrible news, he rallied more troops and called for as many soldiers as possible, but Boudica still had more than ten times as many soldiers in her army as the Romans! However, the Romans were well trained and very experienced in battle. The Romans won the battle and killed many of the Celtic warriors. Boudica could not face being captured by the Romans, so she decided to poison herself instead by swallowing a deadly drink. The Romans celebrated their victory, sending a clear message of strength to any other tribes thinking of rebellion against their rule.</p> <p><u>Doncaster</u> Doncaster was called Danum in Roman times.</p> <p><u>How did the Romans influence the culture of people already here?</u></p> <p><u>Roman Roads</u> Before the Romans arrived, Britain had no proper roads. The Celts rode horses, walked and travelled in carts pulled by oxen along paths and tracks. These paths and tracks connected local farms and hamlets, and there were some longer routes for trade. These tracks were often in very poor condition.</p> <p>The Romans wanted better roads so that:</p> <ul style="list-style-type: none"> - Troops could be quickly moved from one place to another - Better links between places was good for trading - Supplies could be sent to different areas of the country - The Emperor had more control if messages could be sent quickly <p>The Romans were famous for their long, straight roads. They knew that the shortest distance from one place to another is a straight line. So they made all their roads as straight as possible to get around quickly. You can still see some Roman roads today, two thousand years after they were built.</p> <ul style="list-style-type: none"> - The Roman Ridge that runs through Scawsby is an example of a Roman road. The Roman Ridge is that part of the Roman road of Ermine Street located in Doncaster. Although in places Ermine Street follows what is now the Great North Road, there is a stretch between Sunnyfields and Red House known as the Roman Ridge - The Fosse Way was one of the first great Roman roads in Britain. It ran from Exeter to Lincoln, passing through Bath, Gloucester and Leicester - Eventually the Romans built around 10,000 miles of road <p><u>Roman Towns</u></p>	
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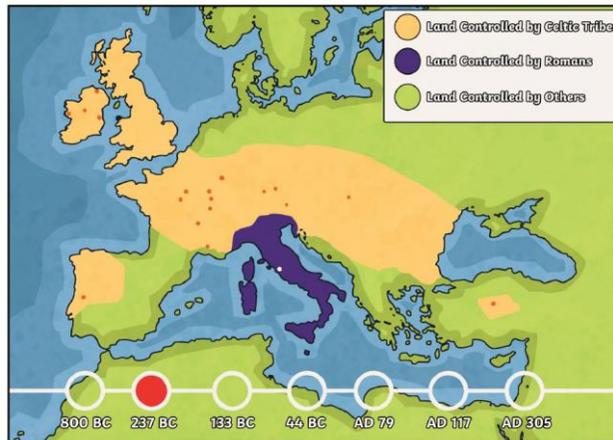
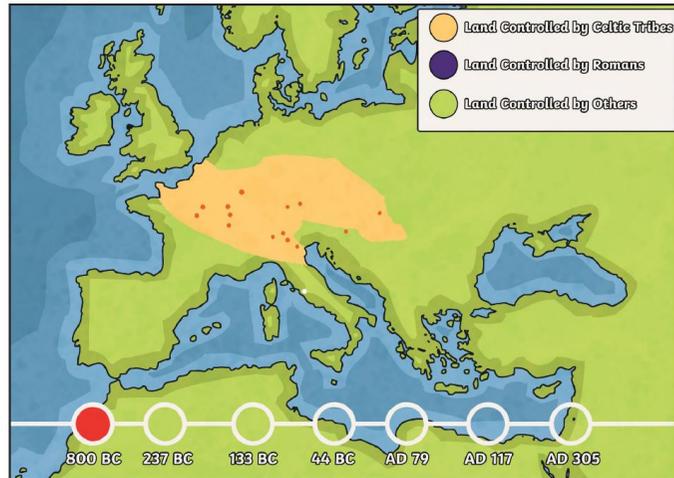
	<p>The Romans introduced the idea of living in big towns and cities. Roman towns were laid out in a grid. Streets criss-crossed the town to form blocks called 'insulae'. In the middle was the 'forum', a big market square where people came to trade.</p> <p>After the Romans, the next group of people to settle in Britain were the Anglo-Saxons. They were farmers, not townspeople. They abandoned many of the Roman towns and set up new kingdoms, but some Roman towns continued to exist and still exist today.</p> <p>If a place-name has 'chester', 'caster' or 'cester' in it, it's almost certainly Roman (for example, Gloucester, Doncaster and Manchester). The word 'chester' comes from the Latin word 'castrum' which means 'a fort'.</p> <p>London was a Roman city too, although they called it 'Londinium'. When the Romans invaded, they built a fort beside the River Thames. This was where traders came from all over the empire to bring their goods to Britain. It grew and grew, until it was the most important city in Roman Britain.</p> <p><u>Crime and Punishment</u> Roman laws were called the 'Twelve Tables'. Written around 450 BC – these were basic rights for all Roman people and decided what they should and should not do. Dealt with all manner of crimes, from serious crimes, such as murder, and less serious crimes, such as stealing. The laws also dealt with cleanliness – homeowners had to clean the street outside their home. Children learnt the laws off by heart at school. People accused of committing a crime were taken to court to be judged guilty or not guilty. There were no police to catch a criminal – people had to catch the criminals themselves. In Britain, the job of finding a criminal was down to the legionaries. Punishments were severe. Their main purpose was to deter people from committing crimes. The worst possible punishment was kept for anyone who tried to rebel against the Emperor. The punishment you received depended on what money and possessions you had. If you were a slave, you had no rights at all. The punishment for most slaves was death – by many different, awful means – or to be forced to become a gladiator. However, if you were a noble and had plenty of money, you were often saved from death and told to go into exile instead. Singing a song about someone that wasn't true was punishable by death If you set fire near a house you would be bound and set fire to yourself. Small-scale theft = Flogging Beating Repaying cost of stolen goods Burglary = amputation of limbs Murder, arson, libel = execution in lots of different ways / Exile if you were a noble Rebellion; not worshipping the Emperor = Crucifixion or thrown to the lions /Being forced to become a gladiator</p> <p><u>The Legacy</u> In Roman times, the victim of the crime had to bring evidence to court to show what had happened. If they had enough money, they could pay for a lawyer to help them. If it was a serious crime, a jury would decide whether that person was guilty or not. If it was a minor crime, a judge would decide. In present-day Britain, the use of a court and trial still happens today. However, everyone has the right to a fair trial. This means, if a person cannot afford a lawyer, the government will pay for one or help to pay the cost.</p>	
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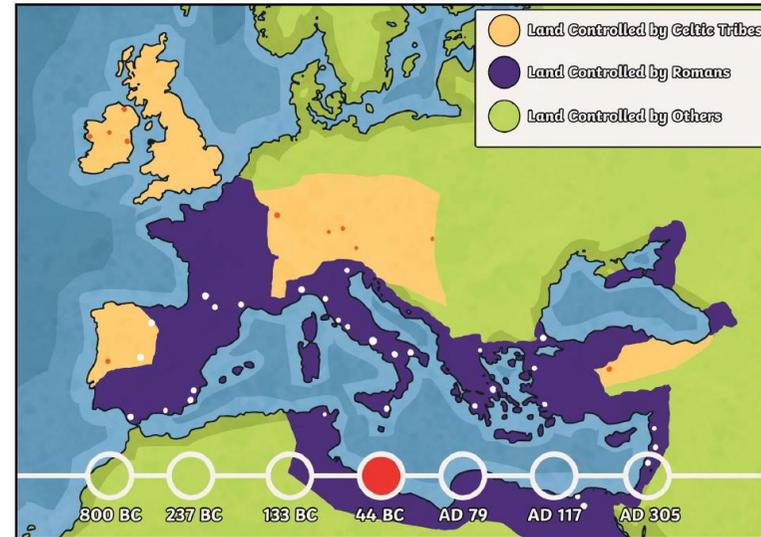
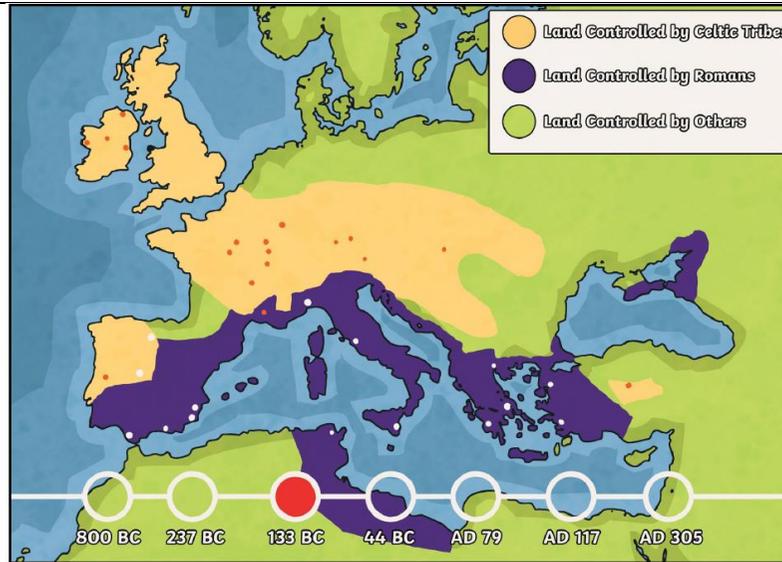
	<p><u>Transport</u> Romans travelled by chariot, boat, cart, and on foot. It was important to be able to transport goods and people to all parts of the Roman Empire. A chariot was a small two wheeled cart pulled by horses. The Romans also used waterways. The Rhone River in France was especially important as it linked Rome with several important provinces in France and Germany. They used the rivers to float huge barges that brought food to the provinces, much of it stored in amphorae, or clay pots with corks.</p> <p><u>Roman Language, Writing and Numbers</u> Before the Romans came, very few people could read or write in Britain. Instead, information was usually passed from person to person by word of mouth.</p> <p>The Romans wrote down their history, their literature and their laws. Their language was called Latin, and it wasn't long before some people in Britain started to use it too. However, it only really caught on in the new Roman towns - most people living in the countryside stuck to their old Celtic language.</p> <p>We've still got lots of words and phrases today that come from Latin. Words like 'exit', which means 'he or she goes out', and 'pedestrian', which means 'going on foot'.</p> <p>Our coins are based on a Roman design and some of the lettering is in Latin. Written around the edge of some £1 coins is the phrase 'decus et tutamen' which means 'glory and protection'.</p> <p>The Roman Empire was so strong because they had the ability to communicate with the masses and within their own empire very well. Communication was what held the society together, through believing in common myths laws, and demonstrating a common bond passed down from generation to generation.</p> <p>They communicated with their people by talking to a mass amount of the public at one time (orations) while using iconography (hand gestures) that could be read from far away, where the voice would not carry. An example of a communication hand gesture is the 'V' sign, commonly known as the peace sign in our modern society. However, in Ancient Rome, it meant the number 5, which was why '5' in Roman numerals is a 'V'. Also, the gesture with the clenched fist pressed against the chest, was used to show anger in the ancient Roman civilization.</p> <p>Continuing on, another major way of communication was through writing. The Romans introduced writing to the Northern Europe for the first time, and the Latin alphabet is still used there. However, in Ancient Rome, there were only 22 letters in the alphabet. Millions of texts were written, from great stone inscriptions to private letters scrawled on wax tablets, and from elegant poems and histories on papyrus scrolls, to trade accounts scratched on broken pots</p>	
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NC Requirements for Geography	Knowledge	Skills
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Link to Nursery-Ourselves Link to Nursery-Living Things Link to Reception-Ourselves Link to Reception-Farming Link to Y2-Rainforests Link to Y3-Coal Mining (Local Area)	I can use an atlas by using an index to find places I can name and locate many countries and their capital cities across Europe

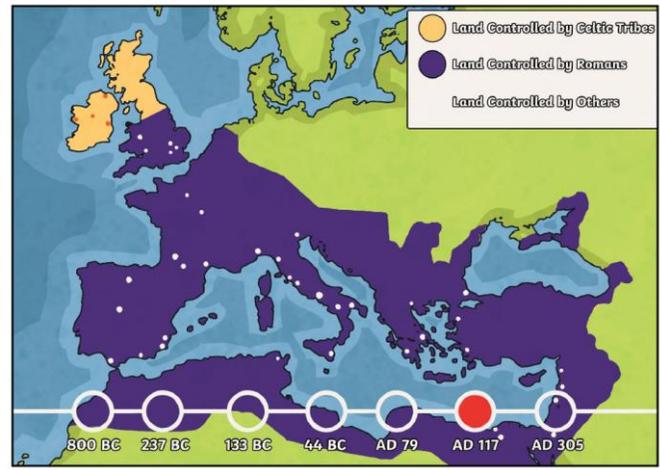
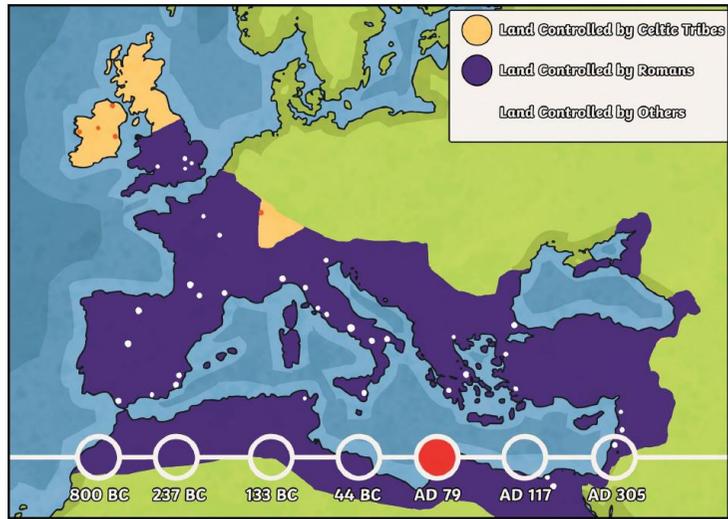
Maps of the Roman Empire – focus on minerals and commodities they wanted to control
The Roman Empire included large territorial holdings around the Mediterranean Sea in Europe, North Africa and West Asia.



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	<p>Looking at Roman Ridge on a map – Scawsby to Highfields.</p> <p>Locate the following UK places on a map: Hertfordshire, Richborough, Lympe, Dover, River Medway</p> <p>Locate the following cities on a map: Rome, Alexandria, Antioch, Carthage, Ephesus</p>	

NC Requirements for Science	Knowledge	Skills
<p>SOUND</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Link to Y2-Why is it made of that? Link to Y6-How can the efficiency of circuits be altered?</p> <p>SOUND Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration. Sound can travel through solids, liquids and gases. Sounds travel as a wave, vibrating the particles in the medium it is travelling in. Sound cannot travel through a vacuum</p> <p>When you hit a drum, the drum skin vibrates. This makes the air particles closest to the drum start to vibrate as well. The</p> <p>The size of the vibration is called the amplitude. Louder sounds have a larger amplitude, and quieter sounds have a smaller amplitude.</p> <p>Pitch Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-pitched sound. A rumble of thunder is an example of a low-pitched sound. You can change the pitch of a sound in different ways depending on the type of instrument you are playing.</p>	<p>INVESTIGATIONS</p> <p><u>Sound</u> Exploring the way sound is made in different musical instruments Investigate how pitch and volume of sounds can be changed in a variety of ways Investigating which is the best material for earmuffs</p> <p><u>Electricity</u> Explore what happens to bulbs when more cells are added Investigating conductors and insulators</p> <p>WORKING SCIENTIFICALLY SKILLS asking relevant questions and using different types of scientific enquiries to answer them</p>

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<p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p>ELECTRICITY</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>For example, if you are playing a xylophone, striking the smaller bars with the beater causes faster vibrations and so a higher pitched note. Striking the larger bars causes slower vibrations and produces a lower note. Faster vibrations = higher pitch Slower vibrations = lower pitch</p> <p><u>Key Vocabulary</u> Vibration: A movement backwards and forwards Particles: Solids, liquids and gases are made of particles. They are so small we're unable to see them Soundproof: to prevent sound from passing Vacuum: A space where there is nothing. There are no particles in a vacuum. Eardrum: A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear. Sound waves make the ear drum vibrate Amplitude: The size of a vibration Volume: the loudness of a sound Pitch: how high or low a sound is Sound Wave:– Vibrations travelling from a sound source</p> <p>ELECTRICITY Electricity is the flow of an electric current or charge through a material, e.g . from a power source through wires to an appliance. Lightning and static electricity are examples of electricity occurring naturally but for us to use electricity to power appliances, we have to make it. Many everyday appliances rely on electricity for them to work. Some appliances need to be plugged into a socket (mains electricity) and others have a battery to make them work</p> <p>How electricity can be generated</p> <ul style="list-style-type: none"> - Coal, oil and natural gases are fossil fuels which, when burnt, produce heat which can be used to generate electricity (link to Y3 Coal Mining) (non-renewable) - Wind can also generate electricity by turning windmills (renewable) - Water can also generate electricity. This is called hydroelectric power. (renewable) - The sun can also generate electricity by using solar panels (renewable) - Nuclear energy is created when atoms are split. This creates heat which generates electricity. (renewable) - Heat from the Earth can be turned into energy. This is called geothermal energy (renewable) <p>There are two types of electric current: mains electricity and battery electricity. <u>Mains Electricity</u> Power stations send an electric charge through wires to transformers and pylons. Then, underground wires carry the electricity into our homes via wires in the walls and out through plug sockets.</p> <p><u>Battery Electricity</u> Batteries store chemicals which produce an electric current. Eventually, even rechargeable batteries will stop producing an electric current.</p> <p><u>Circuits</u></p>	<p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Draw a pictorial representation of a circuit (not formal symbols)</p>
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	<p>Electricity can only flow around a complete circuit that has no gaps. There must be wires connected to both the positive and negative end of the power supply/battery.</p> <p>Switches can be used to open or close the circuit. When off, a switch breaks the circuit to stop the flow of electrons. When the switch is on, the circuit is complete and the electrons are able to flow around the circuit.</p> <p><u>Conductors and Insulators</u> (link to Y2 Why is it made of that?)</p> <p>A conductor of electricity is a material that is made up of free electrons which can be made to move in one direction, creating an electric current. Metals are good conductors.</p> <p>Insulators have no free electrons and so no electrical current can be made. Wood, plastic and glass are good insulators.</p> <p>Key Vocabulary</p> <p>Electricity: the flow of an electric current or charge through a material</p> <p>Generate: to make or produce</p> <p>Renewable: a source of energy that will not run out. These include solar, nuclear, geothermal, hydro and wind</p> <p>Non-Renewable: this source of energy will eventually run out and so will no longer be able to be used to make electricity. These include fossil fuels – coal, oil and natural gas.</p> <p>Appliances: a piece of equipment or device designed to perform a particular job, such as a washing machine or mobile phone</p> <p>Circuit: A pathway that electricity can flow around. It includes wires and a power supply and may include bulbs, switches or buzzers</p> <p>Bulb: A bulb uses the electrical energy in the circuit to produce light</p> <p>Buzzer: A buzzer uses the electrical energy in the circuit to produce a sound</p> <p>Motor: A motor uses the electrical energy in the circuit to produce movement</p> <p>Battery: A device that stores electrical energy as a chemical</p>	
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