

Overall outcome
Exhibition of learning

Children's Rights Links - Articles

Articles: 3, 6, 9

Narrative Hook:

- **People – Roman soldier Child from Iceni tribe**
- **Place – The Roman Empire**
- **Problem – The invasion of land, who owns land?**
- **Possibilities – The benefits of people moving between areas and what different people can contribute to countries.**

Texts: Roman Diary- The Journal of Iliona, Usbourne Roman Soldier's Handbook and various other non-fiction texts on Ancient Rome.

Key Vocabulary and links to other languages: Roman, Empire, Republic, Emperor, Senator, Citizen, Slave, Freedman, Legionary Conquer, Conquest, Invasion, Rebellion, Historian, Archaeologist, Source, Triumph

Areas of learning (theme/subject)

History, Literacy, Art, DT, Maths (symmetry and Roman numerals), PE (invasion games)

Resources

Pillow cases and cord (for Roman soldier outfits), card board boxes, red paint, black paint and gold paint (for Roman shields), small diaries, Roman resource boxes, Roman Soldier Handbooks.

Yr 4 term - Inquiry Question Who owns a country?

Yr. 4 theme:

Taking a stand

Content: What will we learn?

- The Roman Invasion of Britain- when, why, how and who?
- How far the Roman Empire spread and the conquest of key cities and countries.
- The lasting impact the Romans had on Britain.
- Who Boudicca was and her reasons for rebellion.
- What the relationship was like between native tribes in Britain and the invading Roman forces.
- How the Romans fit into a historical timeline.
- An overview of life in Rome.

Creativity: How will we show we understand in multiple ways?

- Write personal statements for the Roman army.
- Weekly diary entry (diary of a Roman soldier)
- Design and make Roman shields.
- Make Iceni broches
- Battle formations
- Letters from Roman soldiers when they are in Britain home to their families.

Coherence: How does this project link to other year groups and core subjects?

Connections to previous learning:

- The chronology of British history, building on from their unit on the Stone Age.

Connections to future learning:

- Leadership skills- linking into year 5 units on speaking up and trying to make a difference.
- Travelling and exploring units in year 6.

Connections to core learning:

- Literacy- Diary of a Roman soldier
- History- The Roman Empire
- PE- invasion games

Compassion: What opportunities are there for compassion and empathy?

- Why do people follow other?
 - The characteristics of effective leaders
- Empathy
 - Thinking about the Iceni child and discussing her thoughts and feelings.

Community: Where are the links to local expertise and resources? Visits/visitors?

- Chedworth school trip.