



# The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH



## Long Term Planning Overview 2024/2025

Please insert the NC or framework objectives which you plan to teach for the term. Please blank out any aspects not part of the topic.

Year: 4

Term: Autumn

Teacher: Mr Kelk

Topic title: The Romans

<b>MAIN DRIVER:</b>	Topic description: This topic follows on from the Stone Age to Iron age topic and develops pupils' chronological understanding and their ability to see clear contrasts between the Stone Age and Roman times. The study initially focuses mainly on key personalities such as <b>Caesar, Claudius and Boudicca</b> , concentrating on the two key concepts of causes and consequences. The emphasis then shifts to the changes the Romans brought to Britain both at the time and over time. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from fragments of evidence, some of which will be local. Much of the learning will be active from a living graph showing the changing fortunes of Boudicca or a reconstruction relay to discover what Roman armour and weapons were like. Recording takes place in the form of speech bubbles, annotating diagrams, drawing from written descriptions and designing legacy stamps as well as more extended written descriptions.
<b>SUBJECT</b>	<b>NATIONAL CURRICULUM/Framework OBJECTIVES</b>
<b>Geography NC</b>	Name and locate counties and cities of the UK- link to Roman invasion
<b>History NC</b>	<b>The Roman Empire and its impact on Britain:</b> <b>Key skills and concepts:</b> <b>Cause:</b> Reasons for Roman invasion, perhaps comparing Caesar's with Claudius' <b>Enquiry:</b> an aspect of Romanisation; depth study on Roman villas. What can we tell about Roman life from a study of this villa/fort? <b>Interpretations:</b> Boudica and her revolt <b>Change and consequence:</b> impact of Roman invasion on Celtic life.
<b>Science NC</b>	<b>SOUND UNIT</b>  Pupils should be taught to: <ul style="list-style-type: none"><li>• identify how sounds are made, associating some of them with something vibrating</li><li>• recognise that vibrations from sounds travel through a medium to the ear</li><li>• find patterns between the pitch of a sound and features of the object that produced it</li><li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li><li>• recognise that sounds get fainter as the distance from the sound source increases</li></ul> <b>ELECTRICITY UNIT</b>  Pupils should be taught to: <ul style="list-style-type: none"><li>• identify common appliances that run on electricity</li><li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li><li>• 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</li><li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li></ul>

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	<ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
<b>DT NC</b>	<p>Roman meals</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<b>Art NC</b>	<p><b>Story telling through drawing unit</b></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li><b>That we can tell stories through drawing.</b></li> <li><b>That we can use text within our drawings to add meaning.</b></li> <li><b>That we can sequence drawings to help viewers respond to our story.</b></li> <li><b>That we can use line, shape, colour and composition to develop evocative and characterful imagery.</b></li> </ul>
<b>PE NC</b>	<p>Term 1 – Handball</p> <p>Term 2 – Gymnastics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, <b>Handball</b>, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and <b>gymnastics</b>]</li> <li>Perform dances using a range of movement patterns</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>RE Agreed syllabus</b>	<p>Unit 1; 'being human' (Hinduism). How do Hindus express their beliefs personally and collectively?</p> <p>Unit 2; 'being human (Islam) How is Muslim worship expressed collectively?</p>
<b>PSHE One decision</b>	<p><b>Cycle safety</b> – How can we stay safe at home, at school and in the community? How can we stay safe when riding a bike? who can help keep us safe? When and why should we call 999? Understand safe and unsafe choices.</p> <p><b>Peer pressure</b> - How to keep safe in a range of scenarios/understanding hazards of the home and outside/how to react to hazards/understanding of warning signs. Who can we talk to when we feel pressured?</p>
<b>Computing NC</b>	<p><b>Purple Mash units</b></p> <p>Unit 4.1 Coding – 6 lessons</p> <p>Unit 4.2 Online safety – 4 lessons</p>
<b>Enrichment Computer science NC</b>	
<b>Music NC</b>	<p><b>Poetry</b> unit-linked to performance</p> <p><b>Environment</b> unit – link to composition</p>
<b>MFL NC</b>	<p>Term 1 – All around town</p> <p>Term 2 – On the move</p>

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<b>Enrichment Outdoor learning/well being</b>	
<b>OTHER ASPECTS</b>	<b>ADDITIONAL INFORMATION</b>
<b>Writing Genres</b>	Poetry Julia Caesar Biography Recount-link to trip
<b>Mathematical links</b>	Timelines – knowing and understanding dates Roman numerals Measurements and weighing skills – Link to DT cooking
<b>Quality Texts</b>	Poems Aloud – Joseph Coelho The Tear Thief- Carol Ann Duffy Romans on the Rampage – Jeremy Strong-class reader Escape from Pompeii Roman diary The journal of Iliona Tiger Tiger -Lynne Reid Banks-class reader Roman Soldier's Handbook-non -fiction A Roman Adventure (The Histronauts)-graphic novel You wouldn't want to be a Roman Gladiator-John Malam Non-fiction books/I-Pad Research
<b>Key experiences</b>	Harvest -Cookery (link to Romans, homework challenge Performance poetry School trip linked to the Romans – The collection
<b>Discreet Subjects</b>	Music Art PSHE MFL PE COMPUTING
<b>Linked Subjects</b>	Art comic strips – English Poems
<b>Enrichment arrangements</b>	