



# The Holt Primary School

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

Do your BEST, Be our BEST

Belief  
Expectation  
Support  
Triumph

## Long Term Planning Overview 2025/2026

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: Spring

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>	Look at Europe and where the Romans came from  Human geography - trade links, settlements and economic activity Field work to observe, measure, record and present data based on the local area (Lincoln)
<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>	Term 3 – Forces and magnets  Pupils should be taught to: <ul style="list-style-type: none"><li>• compare how things move on different surfaces</li><li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li><li>• observe how magnets attract or repel each other and attract some materials and not others</li><li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li><li>• describe magnets as having 2 poles</li><li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li></ul>

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	<p>Term 4 - States of matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</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> <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>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<b>Art NC</b>	<p>Exploring pattern unit</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• <b>That the act of making drawings can be mindful.</b></li> <li>• <b>That we can use line, shape and colour to create patterns.</b></li> <li>• <b>That we can use folding, cutting and collage to help us create pattern.</b></li> <li>• <b>That we can create repeated patterns to apply to a range of products or outcomes.</b></li> </ul>
<b>PE NC</b>	<p>Term 3 – Dance/ golf Term 2 – Sending and receiving/ OOA (outdoor adventurous activities)</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, Handball, rounders and <b>tennis</b>], and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics, gymnastics and <b>dance</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>	'being human' (Hinduism). How do Hindus express their beliefs personally and collectively?
<b>PSHE One decision</b>	<p>Term 3 - Growing and changing – Relationships (Types of relationships/ healthy and unhealthy)</p> <p>Term 4 - Being responsible – (Importance of being on time)</p>
<b>Computing NC</b>	<p><b>Purple Mash units</b></p> <p>Unit 4.5 logo – 4 lessons</p>

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	Unit 4.6 animations – 3 lessons
<b>Enrichment Computer science NC</b>	
<b>Music NC</b>	Term 3 - Around the world Term 4 - Recycling
<b>MFL NC</b>	Term 3 – going shopping Term 4 – Where in the world
<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>	