





Year 4 Autumn Overview: Globetrotters




Overview	Geography	History	Art	DT Structures	Computing
	UK Study: London	Romans – Londinium	Roman Mosaics	Design and make a colosseum.	Scratch Project Create a WIKI page.
Week 1		<p>Who are the Romans? What were their achievements? Impact on UK/London.</p> <p>Introduce 'The Romans' to children.</p> <p>Look at history they have studied previously.</p> <ul style="list-style-type: none"> - Grandparents. - Transport - Great fire of London. - Monarchy - Greece - Stone age <p>Provide children with image cards with the dates underneath.</p> <p>Children to order. Explain that Romans invaded Britain in 43AD. Where would this fit in in our timeline?</p> 	<p>On children's tables share the word mosaic on large sheets of paper. Play classical music into the classroom. When the music stops ask children to write down something they know about mosaics on the piece of paper that they are nearest to. Gather all of their prior knowledge on the IWB. (AFL check prior understanding).</p> <p>On children's tables provide children with lots of examples of mosaics. Children to explore the mosaics on their tables. What is the same about these mosaics? What is different about these mosaics? What do you notice about them? What do they all have in common? Allow children to share their ideas with the class.</p> <p>Share powerpoint – Roman mosaics. Work through the information on the powerpoint explaining how Romans used mosaics.</p> <p>Explain to children:</p> <ul style="list-style-type: none"> • How they made them • Why they made them • What tools they used <p>Provide a selection of Roman mosaics on the IWB. Children to choose the one that they feel most inspired by – discuss what does inspiration mean?</p> <p>Model cutting out a small section of the mosaic and sticking it in their art books. Model drawing that section of their mosaics</p>		<p>Introduce the term Digital Footprint</p> <p>What does this mean?</p> <p>Explain that this is what represents you online.</p> <p>What do you use the internet for? Mind map.</p> <p>Share "think before you post" What does this mean?</p> <p>In the classroom share these questions.</p> <ol style="list-style-type: none"> 1. When is it ok to share a photo or video of someone else? 2. Why are secrets hard to keep? 3. Is it ever ok to tell someone else's secret? 4. What about if they're in danger?



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		<p>Where do you think the Romans came from? Explain that they began in Rome, Italy. Ask a child What does the term – <u>conquered</u> mean?</p> <p>Show children world map and look at the countries that they conquered to show children 'birds eye view'. Map on the world on the KS2 playground using chalk – get children to plot the route.</p> <p>Outcome Bring chd back to classroom. Children to plot Romans route on world map.</p>	<p>in their sketch books.</p> <p>Ask children: What do we need to focus on when they are drawing their mosaic?</p> <p>How can we explain the mosaic? Gather ideas with children. Model writing a paragraph to explain the skills used in the mosaic:</p> <p>Example: A mosaic is made by cutting out tiny sections of stones or tiles and then sticking these down to create a picture. My picture shows Roman soldiers. They are often used as flooring. Mosaic show scenes of history but also modern life.</p> <p>Outcome Children to recreate mosaic in their books.</p>	<p>Activity:</p> <ol style="list-style-type: none"> 1. Make up a secret. 2. Tell your partner. 3. Tell the class. <p>Discuss how children think about this.</p> <p>Provide children with a selection of information about fictitious people. What can we find out about each of these people from the information given?</p>  <p>Outcome Children to deduce information about people from their online persona. Children to understand the importance of keeping their information safe online.</p>
2		<p>Recap – What was the route of the Roman Army? Where did they conquer?</p> <p>Look at an image of a Roman Soldier.</p>	<p>What do we remember about Roman mosaics? Allow children 5 minutes to write down everything that they remember on their whiteboards and share with their partner.</p> <p>Share the selection of Roman mosaics from the previous week. In mixed ability groups all</p>	<p>As a class look at a variety of examples of blogs.</p> <p>Identify the features of a class blog.</p>

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		 <p>What do we notice about their clothes and armour?</p> <p>Explain that we know the Roman army was successful but why were they successful? What skills did a Roman need?</p> <p>Outcome Children to write a character profile to explain why skills someone needed to be in the Roman Army.</p>	<p>children to look at them in detail, identifying what is happening in each mosaic and how it is made. Provide magnifying glasses to support with this so they can look close up.</p>  <p>Share this Roman mosaic with children. what is this depicting? What could be happening in this Roman mosaic? Allow the children to gather ideas.</p> <p>Share the following questions: (based on blooms taxonomy)</p> <ul style="list-style-type: none"> • What was the main idea in the mosaic? • How can you describe what is happening in the mosaic? • What images are used in the mosaic? • What colours are being used? • Where do you think your mosaic was placed? <p>Teacher to model answering these questions about the image above?</p> <p>Share a further mosaic.</p> <p>Show the questions again and answer the first two questions with the children, asking them to answer on whiteboards.</p> 	<p>What do we need to include in our class blog? Create a list with the class.</p> <p>Outcome Children to create differentiated plans for their own class blog.</p>
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			<p>Outcome</p> <p>Children to choose a mosaic and answer using the question stems above.</p> <p>Provide children with model answers to support.</p>	
3		<p>Claudius and Hadrian's wall</p> <p>Show children Hadrians wall tour youtube</p> <p>Why do you think the Romans decided to build a wall? Explain the features of the wall.</p> <ul style="list-style-type: none"> -forts -turrets - mile castles <p>Using information provided allow children to explore what life was like at the wall.</p> <p>Outcome – Children to write a report about life at the wall.</p>	<p>Show children these three pictures. Which is the odd one out and why? Children to discuss in their pairs. Add this to LO's so children can write in their books.</p>  <p>What do we remember about Roman mosaics? Allow children 5 minutes to write down everything that they remember on their whiteboards and share with their partner.</p>	<p>In the lab load purple mash blogging tool.</p> <p>Model how to use this tool.</p>  <p>Model to children how to write their information into their blog and then share.</p> <p>Discuss online safety whilst linking back to first lesson in unit.</p>



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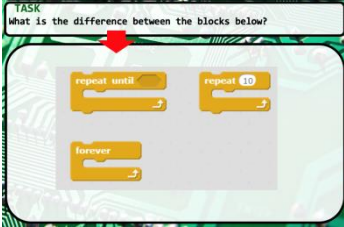
			<p>Look over the selection of <u>Roman mosaics</u> from the previous 2 weeks. What were the mosaics of? What did the mosaics include?</p> <p>Ensure you look closely at the detail.</p> <p>Explain to children that today we are going to design our own mosaics based on pictures of Roman events.</p> <p>Explain to children that our Roman mosaics are going to be based on the Roman army.</p> <p>Show children a selection of pictures on the IWB to show what life was like in the Roman army.</p> <p>Ask the question – which part of this would you like to show in your mosaic?</p>  <p>Model how we would use these images to form a mosaic. Using an A4 sheet of paper draw your mosaic carefully ensuring you show each square that will make up your mosaic.</p> <p>Discuss this point: What do you want to include in your mosaic? What part of the image do you want to include? Will you just represent the shield? Will you represent the entire army?</p> <p>Outcome Using the selection of images children to plan their mosaic in their sketch books.</p>		
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4.		<p>Wk4: Boudicca, Provide children with information about Boudicca. What type of person do we think she was? (Link to role of women in History)</p> <p>Share description of Boudicca – She was a tall woman with piercing eyes and a loud voice. A great mass of red hair hung down below her waist. Round her neck was a large gold band. She wore a long, flowing tartan dress, and over it a thick cloak fastened with a brooch.</p> <p>Allow children to draw a picture of her and label.</p> <p>Explain that rather than be overcome by the Roman army she killed herself as she was too proud. Have a P4C style discussion about this decision.</p> <p><u>Outcome</u> Children to write a reflection outlining who Boudicca was and the choices she made.</p>	<p>Spot the difference: Can you find 2 similarities and 2 differences between these mosaics.</p>  <p><u>Over 2 weeks</u> What do we remember about Roman mosaics? Allow children 5 minutes to write down everything that they remember on their whiteboards and share with their partner.</p> <p>Give children the opportunity to look over their Roman mosaic plans. What was our mosaic about? What was the focus? What colours will you use?</p> <p>Explain to children that today we are going to make our mosaic. Model to children how this mosaic is made. Explain that first we need to draw the outline was a normal writing pencil. Model drawing the outline to our mosaic. Explain that we don't need to shade or do any kind of shading as we are just drawing the outline. Now explain to children how we will fill in our mosaic – explain that we need to cut out small squares and fill them in. Ensure that you make the point <u>very clear</u> that the mosaic pieces need to be very small.</p>	<p><u>Scratch project</u></p> <p>Maze game linked to Romans</p> <p>Lesson 1:</p> <p>Reintroduce children to Scratch (They would have come across this previously during Year 3)</p> <p>On children's tables show them the blocks that they will use.</p> <p>Children to match the blocks to the definition of their function. (Differentiate by the type of blocks used)</p> <p>Open scratch and allow children to work through each of these simple tutorials.</p> <p>Scratch tutorial</p>
5		<p>Discuss with children – What do you think the Romans taught Britian?</p> <p>Provide a selection of images on children tables.</p> <ul style="list-style-type: none"> - Roman baths. - Language 		<p>Ensure that each is modelled first before children move onto the completing it individually.</p> <p><u>Outcome</u> Children to have an understanding</p>

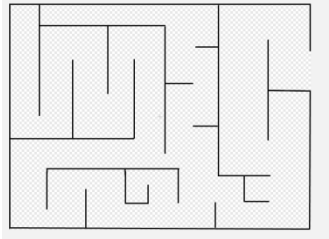



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		<ul style="list-style-type: none"> - Calendar - Laws - Aqueduct - Roads <p>In groups give children each of these topics.</p> <p>Allow children to research examples of these using books/internet/age related information texts printed.</p> <p><u>Outcome</u> Children to produce a fact file about their chosen area and present.</p>	<p><u>Outcome</u> Children to create their mosaic. Provide outline for any children who are struggling to design their mosaic.</p>	<p>of the basic functions of scratch and make their sprite move.</p> <p><u>Lesson 2</u> Show children the following blocks.</p>  <p>Discuss question.</p> <p>Explain to children that we are going to be creating our own maze game using scratch.</p>
6		<p><u>Writing Outcome</u> Children to use all the information previously produced to write an information text (non-chronological report) about the Romans.</p>	<p>Evaluate – Link to computing skills built in Year 3 by using google forms.</p> <p>Share questions with children:</p> <ul style="list-style-type: none"> - Why did you create this picture? - How do you feel about your art work? - Why do you feel this way? - What is a positive of your picture? - What is a part of your mosaic that 	<p>What is a maze game? Share these examples with children and allow them to explore.</p> <p>Maze game link</p> <p>What are the main features of these games?</p> <p>Explain to children that they are going to be creating their own Roman maze game.</p>



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			<p>could be improved? - How could you improve it next time?</p> <p>After children have completed the self evaluation of their art work allow children to complete a peer evaluation.</p> <p>Can children suggest ways their peers could improve their art work?</p> <p>Outcome – Children to complete a peer and self evaluation of their work.</p>	<p><u>Outcome</u> Children to design their maze game based on the romans.</p> <p><u>Lesson 3</u> Allow children to open scratch.</p> <p>Direct and model to children to create 3 sprites (roman theme)</p> <p>Step 1: Create 3 sprites:</p>  <p>A maze. Make sure the background to the sprite is transparent – only draw the lines.</p>  <p>A character to be moved.</p>
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The end of the maze. This could be anything!

Step 2: Controlling your sprite

```
when up arrow key pressed
change y by 10

when down arrow key pressed
change y by -10

when left arrow key pressed
change x by -10

when right arrow key pressed
change x by 10
```

Step 3: What happens if you touch the maze?

```
when clicked
go to x: -217 y: 154
set size to 20 %h

forever
if touching Maze ? then
go to x: -217 y: 154
```

You will need to put this code on your controllable

sprite. Add this on to the 'green flag' code above. The sprite will reset to its



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				<p>original position if it touches the maze.</p> <p>Step 4: What happens when you win?</p> <div data-bbox="1637 475 1960 863"> </div> <p>Inside the same Forever loop, add</p> <p>another IF block so that if your sprite touches the end sprite, it says 'You win!' and then your sprite changes colour to celebrate.</p> <p>Outcome</p> <p>Work through each of these steps to create own Roman maze game.</p>
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Half Term