

Year 4 Summer 2
Were the Vikings raiders, traders or settlers?

Hook (curiosity): Chertsey Museum – Viking workshop

Text (Reading, language, communication):

Attack of the Vikings – Tony Bradman

End product (engagement):

Viking jewellery

Vocab (Reading, language, communication):

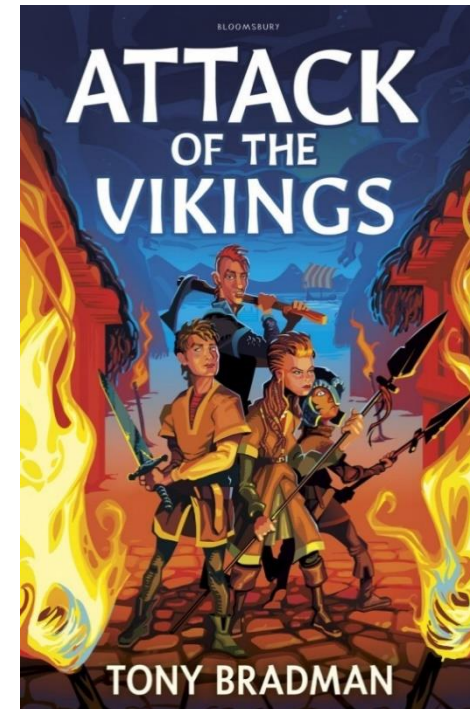
Viking, longboat, Danelaw, invader, raider, settler, trader

Sticky knowledge (Learning that sticks):

1. The Vikings invaded Britain AD 865.
2. The Vikings came to Britain to raid valuable items.
3. The Vikings came from Denmark, Sweden and Norway.
4. Some information sources are bias.
5. The Vikings travelled in a longboat.
6. The Vikings traded many items with other countries.
7. The Vikings and the Anglo-Saxons battled for Britain.

Driver: History – Were the Vikings raiders, traders or settlers?

Were the Vikings
raiders, traders or
settlers?



Computing
Computer Science

National Curriculum links:

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Design technology

See Summer 1

Geography
See Spring 1 and 2

BSL
Recap

History – Were the Vikings raiders, traders or settlers?

National Curriculum references:

- To know that change can be brought about by advancements in trade.
- To know that archaeological evidence can be used to find out about the past.
- To know that there were different reasons for invading Britain.
- To understand that the traders were rich members of society.
- To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.

Progression of skills:

- Identifying the links between different societies.
- Identifying primary and secondary sources.
- Using evidence to build up a picture of a past event. Using a range of sources to find out about a period.
- Describing past events orally or in writing, recognising similarities and differences with today.

Art and Design
Sculpture (clay jewellery)

National Curriculum links:

- To become proficient in sculpting techniques.
- To improve their mastery of art and design techniques, including sculpting with a range of materials.

Progression of skills objectives:

- I can cut, make and combine shapes to create recognisable forms;
- I can use clay and other malleable materials and practise joining techniques;
- I can add materials to the sculpture to create detail

PE
Cricket and fitness

Progression of skills:

Cricket:

- To use an overarm and underarm throw
- To bowl overarm
- To use a two handed pick up to hold the bat
- To use a short barrier for batting
- To collaborate and communicate
- To show perseverance, honesty and determination

Fitness:

- To develop agility, balance, coordination, speed, stamina and strength
- To support others, work safely and communicate
- To show perseverance, honesty and determination
- To identify areas for strength and areas for development

PSHE

Safety and the changing body (Kapow)

National Curriculum links:

- To understand that there are risks to sharing things online.
- To know the difference between private and public.
- To understand the risks associated with smoking tobacco.
- To understand the physical changes to both male and female bodies as people grow from children to adults.
- To know that asthma is a condition that causes the airways to narrow.

Progression of skills:

- I can discuss how to seek help if I need to.
- I can explore what to do if an adult makes me feel uncomfortable.
- I know about the benefits and risks of sharing information online.
- I can discuss the benefits of being a non-smoker.
- I can discuss some physical and emotional changes during puberty.
- I know how to help someone who is having an asthma attack.

Music (Romans)

National Curriculum from Kapow →

- To sing in tune and in time
- To understand what a musical motif is
- To compose and notate a musical motif play
- To develop and transpose a musical motif
- To combine and perform different versions of a musical motif

Progression of skills objectives from Kapow:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies.
- Using letter name, graphic and rhythmic notation.
- Suggesting improvements to others' work using musical vocabulary.
- Singing and playing in time with peers.
- Singing longer songs in a variety of musical styles.
- Playing melody parts on tuned instruments with accuracy and control.

Religious Education

How do people try to make the world a fairer place?

National Curriculum links:

- To know that we are all members of communities and that our actions affect others
- To know that we are all human beings with the same needs which is reflected in international laws
- To know that seeing the world from another person's point of view can help make us better global citizens
- To know that there are situations of social and economic unfairness in the world
- To know that many religions teach us it is important to give to those who are in need
- To know that 'they' can make a difference

Science (Living things)

National Curriculum Links:

Pupils should be taught to:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Progression of skills:

- Raise their own relevant questions about the world around them
- Talk about criteria for grouping, sorting and classifying; and use simple keys
- Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them
- Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions
- Should be given a range of scientific experiences including different types of science enquiries to answer questions

GUILDFORD GROVE PRIMARY SCHOOL MEDIUM TERM PLANNING

Subject: History

Year: Year 4

Enquiry Question: What was the impact of the Roman invasion on Britain?

Use the Spot Check slides to check pupils' understanding of key aspects of each lesson and link to the enquiry question.

Subject specific vocabulary (max. 5):
(Roman) empire, Celt, legacy, invasion, revolt

Prior knowledge:

Y1 – Castles (conflict)

Y3 - Ancient Egyptians – Egypt was invaded by Romans in 30 BC and ruled there until AD 641.

Y5 - Refugees and invasions (conflict)

Sticky Learning:

- 53 AD – Romans invade, and Britain becomes part of the Roman Empire
- Before the Roman invasion, Britain was not ruled by one person; people lived in tribes all ruled by different people
- The Romans made 3 attempts to invade Britain; they were finally successful on their third attempt
- Romans changed how we live to make things more efficient; they built roads which enabled people to move from one place to another quickly and built aqueducts which meant they could supply their towns with water

STICK THE TOPIC DIVIDER PAGE INTO THEIR BOOKS BEFORE ANY WORK IS STUCK IN – REFER TO THIS EACH SESSION AS IT COVERS THE STICKY KNOWLEDGE AND THE KEY VOCABULARY

Week 1 (this is made up of 2 sessions)

The hook

Context –
Where did the Roman Empire originate?

Learning objective (s)

- **School based Roman Day Experience – This will not be happening in Y4 this year as this topic was moved later on in the year but book this as the hook for next year (Chertsey Museum)**
- Understand that our knowledge of the past is constructed from a range of sources
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To find out where the Roman Empire originated
- To place the beginning of the Roman Empire into a timeline

SESSION ONE →

YEAR 4 - START ON WEEK 1, SESSION 2 – If you have time, you could look at some of the Roman resources/picture cards from the art cupboard and generate some discussion around them first

In this session, we will understand how we learn about the past using artefacts, gain understanding about how to handle, care and appreciate original and replica objects, begin to learn about the differences between the Celts and the Romans and understand what everyday life was like for a Roman citizen.

5 mins Talk – background, soldiers

5 mins March like soldiers

10 mins Talk – pottery, food

5 mins Handling: see think, wonder– Scribets, Oil Lamps, Chatelaine Sets,

Resources:

Chertsey Museum artefacts and information sheets

Strigil

15 mins Talk – childhood, gods, buildings

45 mins Carousel Activities

Drawing original objects (object exploring)

Writing with tablets

Set up lararium (gods)

Complete a study over time tracing how several aspects of national history are reflected in Guildford (Guildford in Roman times)

<https://www.getsurrey.co.uk/news/surrey-news/gallery/items-belonging-guildford-museum-8360560>

Chertsey Museum to talk to the children about the Guildford area in Roman times.

SESSION TWO →

This lesson introduces the Roman Empire in its historical and geographical contexts. Pupils will look at a timeline altogether to set this period into the wider context of world history. Then they will learn two contrasting stories about the founding of Rome, discussing the difference between legends and historical fact.

STARTER:

Begin by asking the children to discuss in groups what they already know (or think they know!) about the Romans. Make a class mind map of ideas as a starting point for the topic. Then ask children to discuss what they would like to find out during the course of the topic, reminding them that we are mostly going to be looking at what happened when the Romans came to Britain. Give children sticky notes to record their questions and keep them on display to be referred to throughout the topic.

Potential questions the children may ask: How big was the Roman Empire? Why were the Roman gods named after planets? When were the ‘Roman times’? How did the Roman Empire end? What were the clothes like? What did they eat? Who was the first Roman Emperor? How many Roman Emperors were there?

MAIN:

‘Set the scene’/background information:

Use Google Earth on the interactive whiteboard to find Rome.

- Explain that this is where the Roman Empire began.
- Historians believe that Rome was founded in 753 BC. (AD and BC - take the opportunity to revise the meaning of these terms as you look at the timeline provided on the slides (they should remember them from their Ancient Greece topic before half term).
- Identify other periods of history or key events that the children have already studied on the timeline so they can see how they fit together (e.g. Great Fire of London, Stone Age period, Greeks).
- Emphasise that when it was founded in 753 BC, Rome was not an empire yet, but just a city.
- Over the next several hundred years, Rome became a republic and increased in power, beginning to conquer other places, like Greece and Spain.
- In 27 BC, Rome became an empire under the leadership of Emperor Augustus.
- This empire came to an end in 476 AD.

Work through the PP for lesson 1 (‘Where did the Roman Empire come from’) which covers:

Resources:

Lesson one PP

Page 5 and 6 from Romans in Britain resources (two stories about the founding of Rome – fact or legend?) – one between two (plus copies of the story for smaller (LA/SEND groups)

Flip chart

- Introducing the Roman Empire
- Where did the Roman Empire begin?
- When did the Roman Empire begin?
- How did the Roman Empire begin? Fact or legend?

Take time to discuss key vocabulary as you go through the slides:

Slide 3 (empire)

ACTIVITY:

Explain that they are going to find out more about how Rome was founded. There are two different stories that account for the founding of Rome, and pupils will need to use their evaluative skills. Read the stories from Resource 1a (the stories can be read independently or to the whole class at once or in groups, depending on the ability of your pupils/nature of the class – class teachers to decide how best to do it).

Once they have read/heard the stories, ask the children to decide which story they think is a legend (a story that is not necessarily true, passed on from person to person) and which one historians regard as factual. Can they explain their reasons? As a class, discuss/make notes on the flip chart of events that either sound real and events that sound unrealistic from the stories, labelling one as 'Legend' and the other as 'Factual'. Compare these across the groups to see how their ideas are similar/different.

SEND/LA: TA to work with children who struggle to understand the stories in a pair or small group. Read the two accounts to them and discuss them altogether. As the adult reads the stories, ask the children to listen out, in particular, for anything that does not sound like it really would have happened. Highlight in different colours on the text or record on a flipchart. Use this to explain the differences between legend and fact and create their own flip chart sheet.

Compare the flip chart sheets created by the different groups.

Plenary: Ask pupils to explain to a partner what they now know about where and when the Roman Empire began.

<p>Week 2</p> <p>What was Britain like before the Romans invaded? Push and pull</p>	<p>Learning objective (s)</p>	<ul style="list-style-type: none"> - To discuss the impact and causes of historical change in Britain - To explain what Britain looked like just before the Romans invaded - To evaluate how different aspects of life in Iron Age Britain might have affected the success of the Roman invasion <p><i>Information learned this week will be used in the final assessment piece.</i></p>
<p>STARTER: What can they remember from last week?</p> <ul style="list-style-type: none"> • When did the Roman Empire begin? (<i>historians believe it began in 753 BC – at this stage it was just a city – in 27 BC, Rome became an empire under the leadership of Emeror Augustus</i>) • Where did the Roman Empire begin? (<i>in a city called Rome which is, in modern day, Italy</i>) • When did the Roman Empre end? (<i>in 476 AD</i>) <p>Introduce today’s learning – To find out what Britain was like BEFORE the Romans invaded and to think about how different aspects of Iron Age life might have affected their invasion attempts</p> <p>MAIN TEACHING: Work through the slides on the PP. Make sure the children understand that they are going to be focusing on Britain BEFORE the Roman invasion as this knowledge will help them to understand how the success of their invasion was affected.</p> <p>There is an optional video to watch on slide 4 which is worth watching as it helps the children to picture what Britain was like BEFORE the Romans invaded. Here is the link - https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn</p> <p>Slide 5 – Put the tribe wars map under the visualiser and discuss/answer the questions altogether</p> <p>As you work through the slides, explain the key information:</p> <ul style="list-style-type: none"> • The people who lived in Britain before the Romans arrived are known as the Celts (they didn’t call themselves Celts, this name was given to them several years later) • Before the Romans came, Britain did not have one overall ruler or king • Britain was split into many different warring tribes • These tribes all had their own names • Many people lived in tribes, each one ruled separately by warrior kings • There were violent wars between the tribes • The Celt tribes lived in small settlements with round houses made from mud, straw or wood • There were no proper towns or roads • These small settlements were surrounded by ditches and wooden fences to protect themselves and their animals from other tribes • Many people lived in hill forts to protect themselves from attack • Most Celts were farmers • They grew their own food and kept animals such as chickens and cows • They were also skilled warriors (as they fought against each other) <div data-bbox="1254 422 2116 694" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Resources: Lesson two PP Page 12 from Romans in Britain resources (Tribe wars map) – one under the visualiser? Research packs (photocopied slides 7 – 11) – one per group Page 13 from Romans in Britain resources (spy booklet) – if you are doing this – one each</p> </div>		

Slide 6 – Introduce the first part of the task for today. Explain that we will be researching what life was like for the Celts (Iron Age people), specifically finding out more about the tribes, population, landscape, settlements, houses, people and religion.

TASK/ACTIVITY:

Use copies of the main input slides (7 – 11) to explore these various aspects of Iron Age life:

- Group the children in mixed ability groups
- Give each group a copy of the slides
- Use these slides to create notes on each aspect of life (record on A3 paper).

Come back together as a class and discuss what they have found out. Share and use their notes on each aspect of life and create whole class flip chart sheets for them to use later on. As you do this, discuss how each item might be seen through the eyes of a Roman spy thinking about invasion opportunities. For example, noticing that there are no roads between places has implications for how difficult it may be to travel between places. Noticing the way that hillforts are defended may help the attackers know the best means of advancing on settlements.

SEND/LA: Work in a pair or small group with an adult. The adult will lead the conversation and scribe the children’s ideas.

Slide 12 – If appropriate/time allows, the children can create their own spy booklets, incorporating ideas from the class flip chart pages on what life was like for the Celts. *If no time, leave this.*

PLENARY: Work through the Plenary slides and ask pupils to respond to each statement with a score of 1-10. You could ask them to record their scores on a whiteboard by marking them on a drawn scale or you can ask them to move to the right spot on an imaginary scale across the classroom, with one side being 1 and the other being 10. Pick pupils each time to justify their answers using knowledge from the lesson (e.g. ‘It is not very easy to travel from place to place because there were no roads’ or ‘The British tribes were not at all united because they were all ruled separately and often fought each other’).

AFL: I can place Celtic British history into a chronological context – begin to construct a timeline that shows prior learning and other world events.

<p>Week 3 Why and how did Britain become part of the Roman Empire?</p>	<p>Learning objective (s)</p>	<ul style="list-style-type: none"> - To understand the Roman Empire’s impact on Britain invasion/conquest - Understand that our knowledge of the past is constructed from a range of sources - To see how the Roman Empire expanded over time - To evaluate how the Roman army contributed to the expansion of the empire
<p>STARTER: What can they remember from last week? Can they answer these questions?!</p> <ul style="list-style-type: none"> • Before the Romans came, did Britain have one overall ruler or King? (<i>no</i>) • Did people live on their own or in tribes? (<i>in tribes</i>) • How did people protect themselves from attack? (<i>they lived in hill forts</i>) • How did these hill forts protect them? (<i>they were surrounded by ditches, banks and wooden fences AND there were no proper roads between places</i>) • Has the population of Britain increased or decreased since the Roman invasion? (<i>increased – was between 1 and 1.5 million people, now over 66 million</i>) • What was most of the space taken up with back then? (<i>forests and farming land</i>) • People lived in roundhouses. Did these have windows? (<i>no – only a small hole in the roof to allow smoke to escape from cooking</i>) • What work did people do? (<i>farmers, potters, metal workers, weavers, woodworkers or warriors</i>) <p>Introduce today’s learning – to evaluate why the romans wanted to invade Britain and compare the different invasion attempts</p> <p>MAIN TEACHING: Work through the slides on the PP.</p> <p>Slide 5 – Use the ‘Invading Britannia – for or against/pros and cons’ resource sheet to discuss whether invading Britain was a good idea.</p> <p>Slide 6 – Watch the optional video. Afterwards, discuss the key information that was covered:</p> <ul style="list-style-type: none"> • The Romans wanted to invade Britain for their precious metals. • They called the land ‘Britannia’, which meant ‘land of tin’. • Their main goal was to make their empire as big and powerful as possible. • They were also seeking natural resources, such as precious metals, slaves, and farmland. • Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army. <p>Slides 7 – 11 – Discuss the different attempts made by the Romans and why they were/weren’t successful. Fill in the ‘Comparing invasion attempts’ chart altogether as a class and put on the class display for reference. It would be nice to choose a child to be the scribe for this while the ideas are discussed as a class.</p> <p>Slide 12 – Complete the ‘spot check’ to assess the children’s understanding of the three attempts at invasion</p> <div data-bbox="1281 1117 2145 1356" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Resources: Lesson three PP Page 16 from Romans in Britain resources (Invading Britannia – for or against? Pros/cons sheet) – one under the visualiser? Page 17 from Romans in Britain resources (Comparing invasion attempts) – one A3 copy per class</p> </div>		

TASK/ACTIVITY: Slide 13 – 14 - Ask pupils to imagine that they are now part of a British tribe at the time of Claudius' invasion. They have heard about the impending invasion and within their tribe they have to decide whether or not to fight back against the attacking Romans. As a class, make a list of the arguments for and against fighting back against the Romans. Remember that we have learned that there were many Celtic tribes that would have to work together against the might of the Roman Army. Use this list to have a class debate.

Possible ideas might include:

For:

- **They did not like the idea of the Romans taking their land**
- **They did not want to live under Roman rule and pay taxes to the Romans**
- **They did not know how they would be treated by the Romans**
- **They needed to defend their families and their property**

Against:

- **The Roman army, which vastly outnumbers their tribe, looks brutal and will probably kill them if they attempt to fight**
- **If they surrender, there is a chance that the Romans will protect them and life will continue as normal**
- **The Romans might bring useful things with them to Britain, like food from abroad and ideas about building roads and towns.**

First, put the children into small mixed ability groups and ask them to have a discussion as tribe members to decide whether or not they will fight against the Romans. Pupils should make notes of their arguments in order to prepare for a class debate. As well as forming their own case for or against fighting the Romans, pupils should try to anticipate what the other side might argue in the debate and be prepared with suitable counter-arguments.

Hold the class debate to decide whether or not the Celtic tribes should fight back against the Romans. Encourage good debating skills including listening well and answering with a relevant counter argument.

PLENARY: Discuss which side had the stronger argument and why.

AFL: I can argue for or against fighting back against the Roman invasion. I can use my Historical knowledge to justify my argument.

AFL: I can identify the reasons why and how Britain was invaded by the Romans

<p>Week 4</p> <p>What did the Romans build after they settled in Britain?</p>	<p>Learning objective (s)</p>	<ul style="list-style-type: none"> - To complete a study over time tracing how several aspects of national history are reflected in Guildford (Guildford in Roman times) https://www.getsurrey.co.uk/news/surrey-news/gallery/items-belonging-guildford-museum-8360560 - To explain how the landscape of Britain was changed by what the Romans built (viaducts, aqueducts, bathhouses, underfloor heating, religious buildings etc) - To give examples of how the Romans designed buildings and structures to make a more efficient society
<p>STARTER:</p> <p>What can they remember from last week? Can they answer these questions?!</p> <ul style="list-style-type: none"> • Why did the Romans want to invade Britain? <i>(For their precious metals)</i> • What did the name 'Britannia' mean? <i>('land of tin')</i> • What was Rome's main goal when they tried to invade Britain? <i>(To make their empire as big and powerful as possible)</i> • What else were they hoping to achieve through their invasion? <i>(They were also seeking natural resources, such as precious metals, slaves, and farmland)</i> <p>Introduce today's learning – to learn how the landscape of Britain was changed by what the Romans built and to identify how the Romans designed buildings and structures to make a more efficient society.</p> <p>MAIN TEACHING:</p> <p>Work through the slides on the PP.</p> <p>Slide 3 – After discussing this slide, can the children identify what one of the most major changes is that the Romans made? <i>(roads)</i>. Why were roads so important? <i>(They allowed the Romans to move quickly from one place to another)</i></p> <p>Slide 4 – Look at the 'Roman architecture vocab cards' resource under the visualiser as an introduction to the types of buildings and structures the Romans built. Explain that they need to know and understand this new vocabulary to help them with the rest of the lesson.</p> <p>Slide 5 – Watch the video on Roman roads</p> <p>Slide 7 – Discuss the benefits of having roads using the ideas on this slide</p> <p>Slides 8 – 9 – Explain what aqueducts are (an important structure built by the Romans). Discuss why they were useful.</p> <p>TASK/ACTIVITY: Slide 10 – introduce the task for today – to work with a partner to make their own model aqueduct to carry water. Use the instruction sheet (see resources section). Children to test their aqueducts outside, photograph this for their topic books.</p> <p>PLENARY: Slide 11 – spot check – can they identify how aqueducts and roads made society more efficient?</p> <div data-bbox="1310 427 2172 954" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Resources:</p> <p>Lesson four PP</p> <p>Page 22 from Romans in Britain resources (Roman architecture vocab cards) – one under the visualiser?</p> <p>Page 24 from Roman in Britain resources (How to make a model aqueduct) – one between two</p> <p>Cereal boxes</p> <p>Scissors</p> <p>Tape</p> <p>Card</p> <p>Pens</p> <p>Plastic cups</p> <p>Kitchen roll tubes/toilet roll tubes</p> <p>Water!</p> </div>		

If time, extra challenge....

Slide 12 – as a class (not in pairs), create a whole class flip chart page on what ‘Pre-Roman Britain’ was like in comparison to ‘Roman Britain’.

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>

AFL: I can identify two main ways the Romans changed the country we live in today and explain why they invented these and the benefits they brought

GUILDFORD GROVE PRIMARY SCHOOL MEDIUM TERM PLANNING

Subject:

Year: 4

Subject specific vocabulary (max. 5):

Week 1	Learning objective	
	Main teaching	
	Task/Activity	
	Mid-Plenary/Plenary	
Week 2	Learning objective	
	Main teaching	
	Task/Activity	
	Mid-Plenary/Plenary	
Week 3	Learning objective	
	Main teaching	
	Task/Activity	
	Mid-Plenary/Plenary	

Week 4	Learning objective	
	Main teaching	
	Task/Activity Mid-Plenary/Plenary	
Week 5	Learning objective	
	Main teaching	
	Task/Activity Mid-Plenary/Plenary	
Week 6	Learning objective	
	Main teaching	
	Task/Activity Mid-Plenary/Plenary	