

Topic Title: *Attack Attack*

Topic Hook	Why did it take so long to conquer Britain?					
	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy-Application of skills	ICT-Application of skills	Assessment
Science  Working Scientifically	Materials: Compare and group everyday materials (properties, hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.  Working Scientifically: Which material would keep a Roman soldier warmest on the fort. <b>Fair testing - Which material will keep a Roman soldier, identifying, classifying, grouping, observing over time, pattern seeking</b>	STEM: Investigation - materials that will keep a Roman soldier warmest on the fort.	Written explanations and experiments	Measurements Data handling	Create table/ chart of results  Bar chart	Write up experiments
STEM	Super Athletes: Is there a correlation between leg length and jump distance?  Roman Banquet: Food groups and what they provide for the body (Cross-Curricular link with DT topic)	P.E. coach to measure distance of jumping over time for children to chronologically record  Interview a dietician		Measuring Time		

History	<u><b>Romans</b></u> <b>Chronology</b> Placement on a timeline and duration <b>Enquiry</b> Why didn't they conquer Britain sooner? <b>Historical Events</b> Roman Empire <b>Life Style</b> The expansion of the Roman Empire Roman Achievements <b>Significant Historical People</b> Julius Caesar <b>Similarities and differences</b> Compare and contrast the way of life of people warriors/civilians <b>Cause and Consequence</b> Counting system Language - latin	Discovery Museum  That History Bloke	Biography writing  Development of language	Ordering dates  Chronology  Ancient counting systems	Research skills	Weekly retrieval PPTs as starters  Written work  Discussions  Drama/role play
Geography	<b>Physical geographical change</b> Compare land maps to modern day <b>Knowledge of locations</b> Identify Italy (Rome): world map, map of Europe and map of Italy How far did the Roman Empire stretch? Identify the modern day countries of the Roman Empire. <b>Human and physical</b> Describing and understanding settlements and their location.			Scaling of maps  Distance	Internet research	Map skills  Written work  Discussions  Weekly retrieval PPTs

	<p>Why Rome was in a perfect location for a civilisation: the Tiber river provides (protection, fresh water/crops-farming).</p> <p>The importance of the Alps to protect Rome from invasion.</p> <p><b>Geographical enquiry</b></p> <p>How far did the Roman Empire stretch?</p> <p>Why was the Mediterranean sea important to the Romans?</p> <p><b>Skills and fieldwork</b></p> <p><b>Collect, interpret, communicate information</b></p> <p>Impact of the Roman Empire where we live: Roman roads, trade routes and Wallsend (Segedunum) and Arbeia.</p> <p>Compare Segedunum to Arbeia</p>					
Art	<p><b>Kapaw</b></p> <p><b>Drawing: Growing Artists</b> (Botanical drawing and abstract flowers-Link with goddess Flora)</p> <p>Inc. <b>digital art</b> link with above</p> <p>Roman mosaics</p> <p>Roman sculpture.</p> <p>Large class mosaic</p> <p>Pencil line drawings- Roman soldier</p>	<p>Visit the Botanical gardens</p> <p>Design a class mosaic and complete it together.</p>	Write instructions on how to make a simple mosaic.	Space, shape and measures	Complete mosaic online	Discussions and use of key vocabulary
Music	<p><b>Charanga</b></p> <p>Three Little Birds- Reggae</p>	Perform song to a wider audience	Writing down the musical	Sequence and pattern	Record video of performance-editing	Techniques acquired and developed through the unit

	The Dragon Song - Pop		sequence using symbols  Analysing lyrics			
D/T	<b>Kapaw</b> <b>Food:</b> Eating seasonally (Links with STEM topic) <b>Structures:</b> Constructing a castles/fort <b>Electrical Systems:</b> Electric Roman Research Poster  Design a Roman meal	Arbeia Roman fort	Instructions  Advertisement for Roman restaurant.	Shape and space.  Measuring and weighing.	Investigate what a Roman shield looks like.	Discussions and use of key vocabulary  Techniques acquired and developed through the unit  Impact and use of product
RE	What can we learn about Christian worship and beliefs by visiting churches?  What do Christians remember on Psalm Sunday?	Interview Rev Lesley  Visit Church	Recount			Written work  Discussion  Scrap book
ICT	Data & Information - branching databases (Y3)  Data & Information - data logging (Y4)			Comparing data  Pattern seeking		
MFL	Playground games - Number & age In a French classroom including equipment		Write short descriptions based on instructions and equipment	Counting		Speaking and listening  Drama/ role play

						Discussions Drama/role play
PE	<b>REAL PE-</b> <b>Dynamic &amp; static balance</b> -on a line. <b>Coordination</b> - Ball skills, sending & receiving. <b>Counter balance:</b> with a partner (Red/green/blue level)  <b>Coach</b> Y3/4E & S	Visit Monkton Stadium		Position and direction  Measuring distance, length, speed and time.		Self-reflection and evaluation  Discussions with coaches
PSHCE	Well-being  Relationships/friendships  Bullying  Similarities and differences	Read The Happy Newspaper editions  Complete Town Hall round robin activities	Recipe of a good friend  Design a Newspaper based on The Happy Newspaper			Discussions  PSHCE file
Global Links	<b>Fair Trade and slavery</b>  <b>Consumer power:</b> Living more sustainably and fairly (close links to DT-where does our food come from and the production).  <b>Engaging with decision makers:</b> Looking at the impact of all parties involved. Explore the actions and legislation made so far and what is still needed. Ask the cooks at school if they make conscious decisions and consider Fair Trade when they are ordering stock.  In terms of slavery, link with Romans and their domestic slavery within households and agriculture. Discuss the injustice					

	<p><b><i>Lifestyle changes:</i></b></p> <p>Focus on the use of sustainable companies and logos and informing their households when shopping etc.</p> <p>*Make links with the cost of living rising and prices of food. Discuss how people could still live healthily when purchasing fresh food and Fair Trade items when they're more expensive.</p>
Career Links	<ul style="list-style-type: none"> <li>• Email chefs/dietitians/school cook. Ask them to help and coach them create a sustainable, well-balanced school menu to take to SLT and the dinner staff.</li> <li>• Interview museum staff about the job rules and qualifications</li> <li>• Invite parent artist to work with children.</li> <li>• Interview Rev Lesley to discuss various job roles within the church and how they differ amongst denominations.</li> <li>• Interview SAFC staff about their job roles and qualifications.</li> </ul>