



# THE AGE OF EMPIRE

## YEAR 4 SPRING TERM

**As Language Specialists we will** be reading fiction texts such as *Firework Maker's Daughter* by Philip Pullman and extracts from *The Eagle of the Ninth* by Rosemary Sutcliffe. We will also be reading *The Bad Beginning* by Lemony Snicket which links to our topic of empire. The British Raj in India will be explored by reading extracts from Rudyard Kipling's classic novel *The Jungle Book*, and we will be looking closely at some of the classic poetry contained within the pages of this fascinating tale. Watching the iconic 1964 Disney version of this epic tale will be a must if we are to appreciate the true legacy of this wonderful story. Non-fiction work will include writing our own complaint letters based on a fantasy trip to the Colosseum and creating fact files about the Mount Vesuvius catastrophe. Empire will again come under the spotlight, as we explore Darth Vader's galactic empire - relating how modern fiction can mirror the realities of the past.

**As Geographers we will** be reading ancient and modern maps of Britain, investigating the stunning legacy that the Romans left behind on these shores. From the great ancient road of Watling Street, to Bath, St Albans and Colchester, all the way up to the north of England to Hadrian's Wall, we will appreciate the architecture, richness and splendour of Roman life in Britain.

**As Historians we will** learn about the Roman Empire and its invasion of Britain. We will explore what Roman life was like in Britain and investigate how the size and nature of the Roman Empire changed over time. We will compare the Romans to other vast empires in history, such as the British and Ottoman Empires. We will also learn about the great British Celtic warrior Boudica, who led the uprising against the Romans in England.

**As Scientists we will** be identifying appliances that run on electricity and constructing series circuits using cells, wires, bulbs, switches and buzzers. We will be exploring common conductors and insulators, investigating which metals conduct electricity the most efficiently. A project around natural power sources (such as solar power, wind power and the water powered mills used by the Romans) will also be on the Year 4 agenda. We will also be investigating states of matter - observing that materials can change state when they are heated or cooled.

**The Big Idea:** "All right... all right... but apart from better sanitation and medicine and education and irrigation and public health and roads and a freshwater system and baths and public order... what have the Romans done for us?". In this fascinating topic we will explore the concept of Empire and examine how Empires rise and fall. From the Roman Empire to the British Empire, the Persian Empire to the Ottoman Empire, we will ask ourselves, what is Imperialism and is it OK for Empires to exist? How has the Roman Empire shaped Britain today? What has been the legacy of the British Empire? What does an Empire actually look like? By asking these questions we will begin to understand how the world of today has been influenced by the Empires of past and present, and how future Empires could rise from our modern world.

**As Mathematicians we will** be learning about Roman Numerals as well as consolidating our addition, subtraction, multiplication and division skills. Work around statistics, geometry (properties of 2D and 3D shapes) and measurement (length, including area and perimeter) will also be part of the Spring Maths curriculum. Learning our times tables will also be essential this term.

### Across the curriculum

**As Athletes we will** be developing our football and tennis skills.

**As Theologians we will** be asking, 'What is it like for someone to follow God?' and we will consider why Christians call the day Jesus died 'Good Friday'.

**As members of our community we will** be learning about money and its role in society. We will also be relating this to the growth of capitalism across the world.

**As Musicians we will** be listening to and performing *Darth Vader's Imperial March* on electronic keyboards as well as appreciating *March of the Romans* by Michael Sweeney. Songs from Disney's 1964 animated film *The Jungle Book* will also be enjoyed.

**As speakers of French we will** be learning how to describe ourselves and others, including the characters in *Asterix the Gaul* by Rene Goscinny.

**As Artists we will** be designing and creating our own Roman style mosaics in many different ways. We will study Roman mosaics and discuss the techniques used. For our own creations we will use paper, printing and stone tiles.

**As Computer Programmers we will** be amalgamating our computing skills to create various presentations including QR Codes, Vlogs, Leaflets, PowerPoints and texts based on the Romans.

**As Design Technologists we will** be making Roman catapults out of different materials to put on display in our Roman Museum exhibitions, as well as testing the distance they can fling.

### Knowledge of the World

What were the major achievements of the Romans? How do their achievement compare to those of other empires?

### The Arts and Sports

Who were the Roman gladiators?  
How did you become one and was it like to be one?

### Enquiry

What artefacts and evidence exists from Roman times? What do these artefacts look like, where are they kept and why have they lasted so long?

### Ambition and Possibilities

What will future empires look like?  
Will they be a force for good or will they be a force of destruction?