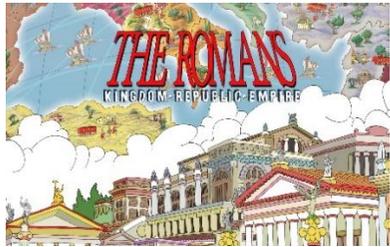


Derry Hill C of E Primary School

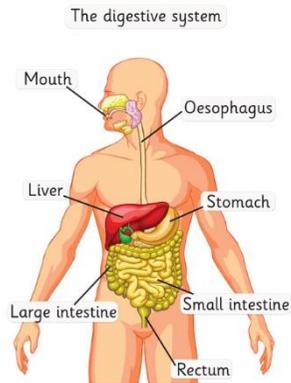
Year 4: Term 3: Spring 2026

National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>History</p> <p>The Romans</p> 	<p>Roman Empire Chronology Legend Conquered Source Boudicca Rebellion Invade General Enslave Artefact Agriculture Villa Hadrian's Wall Primary source Secondary source Legionary Auxiliary Innovation Import Origin</p>	<p>Key Skills:</p> <p>To use a timeline to place key historical events.</p> <p>To develop the appropriate use of historical terms.</p> <p>To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To develop the use of historical language.</p> <p>To use a range of sources to inform us about the past.</p> <p>Key Knowledge:</p> <p>To develop an awareness of the Roman Empire and its impact on Britain.</p> <p>To continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.</p> <p>To know that the Roman empire affected people differently.</p>	<p>LI: To learn about where the Romans came from and how the city of Rome became the centre of a huge empire. Lesson 1: To start off our topic, we will discuss where Romans fit in with other time periods that have been previously studied. We will discuss the beginning of Rome and how the empire began to spread.</p> <p>LI: To knowing about the resistance of Queen Boudicca and understand different perspectives. Lesson 2: To learn about the role of Boudicca and how her reign affected the Roman people. The children will learn through research and role play to explore her life and reign.</p> <p>LI: To identify reasons why the Romans invaded Britain and to recall key facts about the invasions. Lesson 3: To use historical sources to research when, how and why the Romans invaded Britain.</p> <p>LI: To research Roman towns, house and artefacts. Lesson 4: Use historical sources to look at the artefacts which have been found from Roman times and discuss what these show about life in those times.</p> <p>LI: To recognise the significance of Hadrian's Wall. Lesson 5: To learn about the importance of Hadrian's wall to the Romans and the lives of the soldiers who lived there.</p> <p>LI: To understand the lasting impact of the Roman empire. Lesson 6: Recap lesson to discuss how the Roman empire has affected the way we live our lives today.</p>

		I have made connections and identified trends over time.	Through English lessons we will also cover the legend of Romulus and Remus, Julius Caesar, gladiators and the Romans army, Roman Gods and Goddesses, and Roman roads.
<p>Art and D.T.</p> <p>Roman Mosaics</p>  <p>Roman Chariot</p> 	<p>Sketch</p> <p>Mosaic</p> <p>Mural</p> <p>Wheels</p> <p>Axel</p> <p>Mechanical systems</p> <p>Design</p> <p>Build</p> <p>Innovation</p> <p>Function</p> <p>Product</p>	<p>Key Skills:</p> <p>To create a sketch and use this to plan a final piece.</p> <p>To use research and develop design criteria to inform the design of an innovative, functional, appealing product.</p> <p>To select and choose from a wide range of materials according to their functional properties and aesthetic qualities.</p> <p>To understand and use mechanical systems in a product (including wheels and axels).</p> <p>Key Knowledge:</p> <p>I can explain the history of Roman chariot racing and why it took place.</p> <p>I have understood the best tools and materials to use for a given purpose.</p>	<p>Art - To start off our topic on the Romans, the children will study examples of Roman art, with a particular focus on Mosaics. They will work together to design and create a class mural which will be displayed on our window.</p> <p>D.T. - Towards the end of the term, we will explore the ways in which the Romans entertained themselves and others in the Empire by holding gladiator fights and chariot racing. The children will spend time looking at the chariots used by the Romans and then use these images to inspire them to design and build their own Roman chariot.</p> <p>Children will then evaluate their chariot against their design criteria, thinking carefully about the strengths of their design as well as points they would improve upon next time.</p>
<p>Science</p> <p>Our Changing World</p>	<p>Balanced diet</p> <p>Healthy</p> <p>Mouth</p> <p>Oesophagus</p> <p>Stomach</p>	<p>Key Skills:</p> <p>To describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>LI: To make observations and identify flowers.</p> <p>Lesson 1: To study and identify the features of winter flowers in the UK. This will include internet research as well as a walk in our school grounds to make and record observations.</p>



Where does all that food go?



Small intestine
Large intestine
Rectum
Anus
Digestive system
Digestion
Mechanical process
Chemical process
Absorb
Nutrients
Saliva
Chemicals
Enzyme
Teeth
Canine
Incisor
Premolar
Molar
Jaw
Decay
Dental hygiene

To identify the different types of teeth in humans and their simple functions.

To make observations in nature and record these accurately.

To use the internet to conduct research.

Key Knowledge:

I can explain what happens to food as it moves through the digestive system.

I can name the parts of the digestive system and label them on a diagram.

I can name the different types of teeth and label them on a diagram.

I know how to look after my teeth and why it is important to do so.

LI: To investigate where food goes after it is eaten.

Lesson 2: To recap previous learning about food groups and nutrition. You will learn (and label on a diagram) the main parts of the digestive system in the human body.

LI: To describe how food is broken down in the digestive system.

Lesson 3: To conduct independent research into what happens to food at each part of the digestive system.

LI: To create a model representation of the digestive system.

Lesson 4: To consolidate learning about the parts of the digestive system by presenting what you have learned using different types of models. By the end of the lesson you will have created a model to present your understanding of the digestive system.

LI: To identify the types of human teeth and their functions.

Lesson 5: To learn to identify and name human teeth and how the different types of teeth have different functions.

LI: To recognise how to look after our teeth.

Lesson 6: To give several different ways in which you can look after your teeth and explain why it is important.

LI: To look for similarities and differences between deciduous trees.

Lesson 7: To look at deciduous trees and consider features other than leaves that can be used to classify them.

Computing

Programming with Scratch



coding
input
keyboard input
touchscreen input
output
sprite
interact
sequence
selection
debug
algorithm
variables
sensing
repetition
duplication

Key Skills:

I can program inputs with loops, selection and sensing for interactions.
I can work with variables and various forms of input and output, using both iPad and desktop computer.
I debug programs that accomplish goals. (correcting errors)
I can use selection, data variables and operators.
I can program a virtual robot using Scratch blocks.

Key Knowledge:

I know that sprites can be controlled in different ways using keyboard or touch screen inputs.
I can program sprites to sense other sprites or colours then make decisions. (Eg, a car sprite could win the game if it touches a blue finish line or go back to start if it touches the green off the track.)
I know how to program variables, including data variable that can used to add a scoring system

LI: To program a racing car game in Scratch, using keyboard inputs, loops, selection and sensing.

Lesson 1: To follow a series of instructions to create a racing track background and program a sprite to move using arrows on the keyboard. You will also learn how to make the sprite interact with objects on the screen.

LI: To program a running race game in Scratch using touchscreen inputs, loops, selections and sensing.

Lesson 2: To recap previous learning about basic Scratch programming and apply this to touchscreen methods. You will follow similar steps to last week to create a running race game on the iPads.

LI: To debug programs in Scratch.

Lesson 3: You will explore three different challenges where errors have been made in simple Scratch programs. You will find the errors and correct them to make the programs run correctly.

LI: To understand and use selection, data variables and operators in Scratch.

Lesson 4: To create a simple Maths quiz in Scratch where the program identifies if the user has the answers correct or not.

LI: To use our knowledge about Scratch to create a quiz about the Romans.

Lesson 5: You will revisit the skills that you learnt last week and create an interactive quiz about the Romans. You will try out each other's quizzes and give constructive feedback.

LI: To use our knowledge of Scratch to program a virtual robot.

Lesson 6: You will use the skills that you have learnt in Scratch to program a robot on the VRVex website to complete a challenge and knock over the castles.

Music

Perform and Create songs for a Roman musical



musical
vocals
accompaniment
harmony
echo
treble clef
staff
notation
tempo
beat
rhythm
melody
lyre
sistrum
water organ
auloi
pan pipes
cymbals
castanets

Key Skills:

I can recognise and describe tempo changes in music.

I can sing a longer song effectively with my peers, adding a simple harmony and echo to the chorus.

I can play the melody of our song on the glockenspiel, following the pitches on staff notation.

I can accompany a song with a repeated rhythm, keeping tempo and dynamics under control.

I can develop a melody to fit a set of lyrics that has a clear rhythm.

I can suggest improvements to my own and other people's performances and compositions using musical vocabulary and knowledge.

Key Knowledge:

I can use my knowledge of modern musical instruments to predict how Roman instruments were played.

I can match the sound of Roman instruments to their appearance.

I can start to read notes on a treble clef staff and identify the pitch using a guide.

I can record the pitch of a simple melody on a treble staff.

LI: To learn to sing a song about the Romans, adding an echo and ensuring the lyrics are clear.

Lesson 1: To learn the song 'Like a Roman' using an echo backing track and then adding our own echo to the chorus. You will identify the verse and chorus and start to learn actions to the chorus.

LI: To develop our performance of the song 'Like a Roman' and add a harmony to the chorus.

Lesson 2: To recall and sing the song accurately as a class, giving advice on how to improve. You will then add a harmony part to the chorus and work in a group to choreograph actions to a verse.

LI: To learn and perform the song 'Roman Numerals', adding a rhythmic accompaniment.

Lesson 3: You will learn a simple song about Roman Numerals and be able to listen to the rhythmic accompaniment and imitate this. You will also identify tempo changes and include these in your performance.

LI: To learn to read simple treble clef notation and use this to play the melody of 'Like a Roman'.

Lesson 4: You will learn how treble clef notation works and use a guide to identify the pitches from the chorus of 'Like a Roman'. You will then learn to play the melody and identify how long / short notes are shown in the notation.

LI: To identify the sounds of Roman instruments and start to compose a melody for a new Roman song.

Lesson 5: You will discuss pictures of ancient Roman instruments and suggest how they were played. You will listen to the instruments and match to the pictures. You will then work in small groups to start to create a melody for the new song 'What Romans gave to Us'.

			<p>L1: To develop my melody for the lyrics of 'What Romans Gave to Us' and add a rhythmic accompaniment in the style of Ancient Rome.</p> <p>Lesson 6: You will work to complete and improve your new verse of a song by adding a simple accompaniment and finalising the melody. You will attempt to record the pitch of the melody on a treble staff.</p>
<p style="text-align: center;">Geography</p>  <p style="text-align: center;">Key UK, European and Canadian cities</p>	<ul style="list-style-type: none"> Region Settlement Community Population Government Land use Resources Trade Urban Rural Farming Agriculture Facilities Architecture Recreation Transport Culture 	<p>Key skills:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Name and locate various settlements across the United Kingdom.</p> <p>Identify different types of settlements from photographs.</p> <p>Evaluate different areas and explain why it would/ would not be appropriate to build a settlement in that place.</p> <p>Key knowledge:</p> <p>The children will learn the names of major cities within a specific European country (France)</p> <p>The children will learn the names of major cities within a specific European country (Canada)</p> <p>The children will learn what a settlement is</p>	<ul style="list-style-type: none"> L: I What is a city? L: I Cities across the UK L: I Exploring European cities L: I Cities of Canada L: I Comparing cities around the world L: I Why would people choose to settle here?

		<p>They will explore various different settlements across the UK (including name and time period)</p> <p>The children will explore things that settlers would need and why this would have been important</p> <p>The children will learn that early settlers needed certain resources to build a village.</p> <p>The children will discuss what features Derry Hill has that makes it a good settlement. Links to History (Romans)</p>	
<p>RE</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Kashrut Kosher Seder meal Bimah Hanukkah Kippah Menorah Passover Rabi Shofar Star of David Synagogue Tallit Ten Commandments The Ark</p>	<p>Key Skills:</p> <p>Identify what influences me, making links between aspects of my own and others experiences, in relation to religion and belief.</p> <p>Ask important questions about religions and beliefs, making links between my own and others responses.</p> <p>Key Knowledge:</p> <p>I know the Sabbath day is the most important day of the week for Jews.</p> <p>I know Jews believe that not working, on the Sabbath, is showing respect for God.</p> <p>I know what foods are on the Sedar plate and what some of them represent.</p>	<p>L: I What is your favourite meal and why? L: I To Introduce the key question. L: I To understand what foods Jews can eat and why L: I What is Passover and the Seder meal? L: I What are the most important things God ask of Jewish people and why L: I Choose a right from the Universal Declaration of the Rights of the Child and explain how and why you would choose to try to respect it.</p>

		I know that Jews celebrate Passover, which helps them show God they value their special relationship with Him.	
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