The Romans

Year 4

Prior Learning KS1

- Tell us about an important historical event that happened in the past. (Year 1)
- Describe in simple terms why a significant individual acted the way they did. (Year 1)
- Ask and answer questions about old and new… (Year 1)
- Use a range of appropriate words and phrases to describe the past (Year 2)
- Sequence a set of events in chronological order and give reasons for their order. (Year 2)
- Recount some interesting facts from a historical event. (Year 2)
- Explain why Britain has a special history by naming some events/famous people. (Year 2)
- Answer questions by using a specific source e.g. an information book. (Year 2)
- Research about a famous person/event that happened in Britain. (Year 2)

Prior Learning KS2

- Describe events and periods using the words BC, AD and decade. (Year 3)
- Use a timeline within a specific time in history to set out the order things may have happened. (Year 3)
- Explain how a significant individual influenced change in a specific period. (Year 3)
- Use various sources of evidence to answer questions. (Year 3)
- Use their information finding skills in writing to help them write about historical information. (Year 3)
- Suggest why certain events happened as they did. (Year 3)

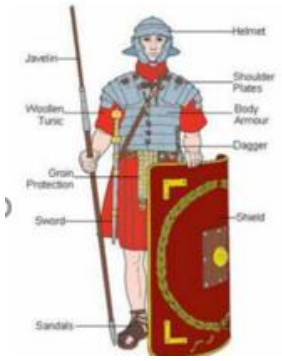
Vocabulary

Aqueduct	Long stone waterways that delivered fresh water to cities, flowing into a holding tank.
Baths	Roman Baths were designed for bathing and relaxing and were a feature in many cities in the Roman Empire. Baths included a variety of rooms (hot and cold) as well as libraries and exercise spaces.
Britannia	The name the Romans used for island of Great Britain that was governed by the Empire from 43 to 410 AD.
Villa	A farmhouse or country house owned by rich people
Legionary	A soldier in the Roman army.
Roads	The Romans built the first roads in Britain (over 9000km of them) which were distinctively straight.
Invasion	To enter somewhere with force.
Settlement	Places where people live.
Emperor	The ruler of an empire.
Empire	A group of countries ruled by one emperor. The Roman empire included most of Europe, the Mediterranean and North Africa.

Key Information

The Roman Army

The Roman army was the largest and meanest fighting force in the ancient world. One of the main reasons Rome became so powerful was because of the strength of its army. It conquered a huge empire that stretched from Britain all the way to the Middle East. The army was very advanced for its time. The soldiers were the best trained, they had the best weapons and the best armour.



Key moments

753BC
The building of Rome begins. Was it built by Romulus?



60/61AD
Boudicca leads a rebellion against the Romans.



55BC and 54BC
Julius Caesar attempts to invade Britain.



79AD
Vesuvius erupts!



43 AD
Emperor Claudius successfully invades Britain.



410AD
Roman rule in Britain comes to an end.



Important People

Julius Caesar
The first Emperor to invade Britain. He tried twice! Once in 55BC and once in 54BC

Emperor Claudius
Led the successful invasion of Britain in 43AD and was responsible for building lots of new roads and aqueducts throughout the Empire.

The Iceni Tribe
The Iceni were a British tribe who lived in the area we know as East Anglia between the 1st Century BC and the 1st Century AD. They felt betrayed by Emperor Nero and led a rebellion, attacking the cities of Colchester, St Albans and London.

Boudicca
Boudicca was a queen of the Iceni tribe in Britain who led an uprising against the Romans in Britain in 60 or 61AD. She died shortly after it's failure and was said to have poisoned herself. She is considered a British folk hero.

The Roman Empire



Volcanoes

Year 4

Prior Learning KS1
- Answer some questions using different resources. (Y1)
- Explain the main features of a hot and cold place. (Y1)
- Describe a locality using words and phrases. (Y1)
- Name the seven continents of the world (Y1) and find them in an atlas (Y2)
- Identify physical features on aerial photographs and plan prospective. (Y2)
- Locate the equator, north pole and south pole. (Y2)

Prior Learning KS2
- Use correct geographical vocabulary to describe a place and the things that happen there. (Y3)
- Confidently describe the physical features of a locality. (Y3)
- Explain how the lives of people living in different countries would be different to their own. (Y3)
- Name a number of countries in the northern hemisphere. (Y3)
- Name and locate some well known European countries. (Y3)

Vocabulary

Magma	Molten (liquid) rock beneath the earth's surface.
Lava	Molten (liquid) rock that flows out of a volcano during an eruption.
Crater	The 'mouth' of a volcano.
Vent	Part of the Earth's crust where gases and lava erupt from the volcano.
Tectonic plate	Huge slabs which make up the Earth's crust and fit together a bit like a jigsaw.
Active volcano	A volcano that has erupted recently and is likely to erupt again.
Dormant volcano	A volcano that has not erupted recently but could still erupt again at some point.
Extinct volcano	A volcano that hasn't erupted for a long time and probably won't erupt again.
Ash / Ash cloud	Tiny pieces of rock or lava blasted into the air during an eruption.
Pyroclastic flow	Fast moving hot gases, volcanic rocks and ash.
Mantle	Under the earth's crust – he mantle forms about half of the earth.
Crust	The surface layer of the earth.
Core	The centre of the Earth – a solid inner core and an outer core of molten metal.

What is a volcano?

- A volcano is a mountain which opens down to a pool of molten (liquid) rock below.
- The word **volcano** comes from the island 'Vulcano' which is a volcanic island in Italy. The island got it's name from the Roman god of fire – Vulcan.
- There are over 1,500 active volcanoes on the Earths.
- There are more than 80 volcanoes under the ocean – there may be even more, we just haven't found them yet!

How are volcanoes formed?

- Volcanoes are formed when magma at the centre of the Earth pushes its way upwards.
- When magma travels through the Earth's crust and reaches the Earth's surface, it cools and hardens into a pile of rock.
- As the volcano erupts again, the pile or rock gets bigger.

Some volcanoes around the world…

Mount Fuji



- In Japan
- 3776m high
- Last erupted in 170
- The highest volcano – considered on of the **three holy mountains**
- Climbed by more than 200,000 people every year.

Mount Etna



- In Sicily, Italy
- 3330m high
- Last erupted in 2018
- Europe's highest active volcano
- The longest recorded history of eruptions; they have been documented since 1500BC

Mauna Loa



- In Hawaii
- 4170m high
- Last erupted in 19
- One of 5 volcanoes that form the Island of Hawaii
- The world's largest active volcano – starting at the sea floor, it is 9170m to the summit (top)

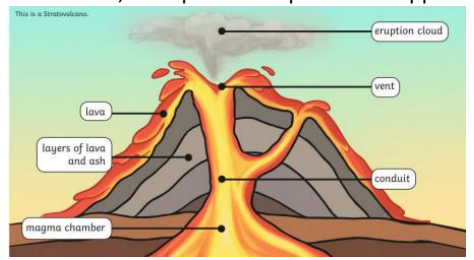
Mount Vesuvius



- In Naples, Italy
- 1281m high
- Last erupted in 1944
- It has erupted 50 times in the last 2000 years.
- It's eruption in AD79 destroyed the city of Pompeii – it spewed 1.5 million tons of lava per second.

What causes volcanoes to erupt?

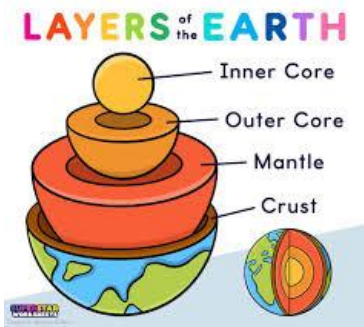
- Tectonic plates sometimes move in different directions and at different speeds, which causes friction.
- When two plates collide, magma is squeezed p between them and bubbles of gas form inside it.
- Runny magma erupts through vents in the Earths' crust, then flows onto the surface as lava.
- If magma is thick, pressure builds up as the magma rises. When the pressure is too much, an explosive eruption can happen.



What is the Ring of Fire?

- An area of the Pacific Ocean which is home to 75% of the world's volcanoes.
- It contains a string of 452 volcanoes.





Sound (Science)

Prior Learning

- **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)**

Autumn Term — **YEAR 4**

Vocabulary

Sound	Is something that can be heard. Sound is a type of energy made by vibrating.
Source	Where the sound comes from eg a drum
Travel	How something moves around.
Vibrate (verb) Vibration (noun)	To move or cause to move back and forth or from side to side very quickly.
Sound waves	Invisible waves that travel through air, water, and solid objects as vibrations.
Volume	How loud or quiet a sound is. **Loud**: A lot of energy has been used so the vibrations are big. **Quiet:** A small amount of energy has been used so the vibrations are small
Pitch	The type of sound. **High –** the sound can be ear piercing or described as being a shrill **low** - the sound is deep.
Insulation	Insulation is the process of keeping heat, sound, or electricity from spreading. It's also the material used to do so.

Knowledge

What is a sound?

Sound is made up of vibrations, or sound waves, that we can hear.

These sound waves are formed by objects vibrating.

Sound waves travel through solids, liquid and gases as the molecules vibrate eg air, water, and a door.

The size of the energy or shape of the sound determines the kind of sound heard eg loud, quiet, high, low.

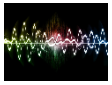
How is a sound made?

- When objects **vibrate**, a sound is made.
- The object that makes the sound is called the **source.**





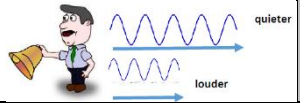
- The **vibration** makes the air around the object **vibrate** and the air **vibrations** enter your ear. These are called **sound waves**.


Volume

- The closer you are to the **source** of the sound, the **louder** the sound will be.

The further away you are from the **source** of the sound, the **quieter** the sound will be.



How does sound travel?

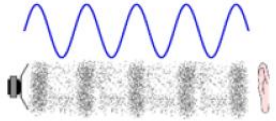
- **Sound waves** travel through a **medium** (such as air, water, glass, stone and brick).
- For example, if somebody is playing music in the room next door, the sound can travel through the bricks in the wall.



The drum is the source.	The molecules vibrate, passing on the sound	When the vibration hits the ear, the sound is heard

How do we hear sounds?

- When an object **vibrates**, the air around it **vibrates** too. This **vibrating** air can also be known as **sound waves**.
- The **sound waves** travel to the ear and make the **eardrums vibrate.**



- Messages are sent to the brain which recognises the **vibrations** as sounds.

Insulating sound



Autumn Term : States of Matter (Science) **Year 4**

Prior Learning

Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)

- **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)**
- **Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)**
- **Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)**
- **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - materials)**
- **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)**

Vocabulary

Particles	Particles are tiny bits of matter that make up everything around us. They are too small to see with the naked eye, but they are the building blocks of all matter.
State	The condition of a person or thing.
Melting point	The exact temperature at which a solid turn into a liquid. As the temperature rise, the energy in the molecules increases making the particles move faster.
Temperature	A measurement of how hot or cold something is.
Evaporation	A process when liquid turns into vapour (gas).
Condensation	A process when a gas or vapour turns to liquid.
Freezing	When a liquid turns into a solid when it passes it's freezing point.
Melting	When something turns from a solid into a liquid because of heat.
Boiling point	The exact temperature at which a liquid becomes a gas. As the temperature rises, particles gain more energy to break free and become a gas.
Precipitation	When water falls from the sky in the form of rain, sleet, hail or snow.
Water cycle	The **water cycle** is the continuous journey water takes from the sea, to the sky, to the land and back to the sea.

Knowledge

Solid: are objects that keep their own shape and do not flow in a given temperature. Solids are made up of particles which group together and don't move around. Solids hold their shape.



Examples of solid

Ice Wood Glass

salt, sand and sugar are tiny solids so they pour like a liquid but they pile up and are not wet

Melting - When a solid is heated, particles gain a little energy, vibrate more and begin to move further apart. A liquid is formed.

Liquid: has an almost-fixed volume, but no set shape. Every force makes a liquid change its shape by flowing. Liquids take the shape of the container. The particles can freely move among themselves.



Examples of liquids

Water Milk squash

Freezing - When a liquid is cooled, the particles loose energy and vibrate less. They move closer to other particles and become a solid.

Evaporation -when a liquid is heated, particles gain energy and they vibrate more quickly. They become a gas.

Gas: move around freely. Flow to fit a container. Don't have a shape. Escape from an unsealed container and fill the entire space that they have.



Examples of gases

Oxygen steam Carbon dioxide Hydrogen

Condensation - when a gas is cooled, the particles lose energy and vibrate less. The particles get closer together. The gas turns into a liquid.

