



Chacewater School LEAP Curriculum



Class: Y4 Bur Oaks **Curriculum Driver:** History **Curriculum Theme:** How did the Romans impact Britain? **British values:** Liberty **Term:** Autumn 2

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History British History	Builds upon the chronology of prehistory and ancient civilisations (Y3). Pupils develop an understanding of the impact that the Ancient Roman empire had on Britain.	Chronology & migration What, where and when was the Roman empire?	Chronology & migration What does the chronology of Roman Britain look like?	Cause and consequence How did the Celts react to the Roman invasion? (Boudicca & Hadrian's wall)	Continuity and change How did the Romans change life in Britain? Latin, numerals, religion, currency and calendar	Achievements What are the most important Roman achievements? Roads, sanitation, towns and cities,	Chronology & legacy Why did the Romans leave Britain and what was their legacy?	Pupils can explain the impact that the Roman invasion had on Britain and its legacy today.
Geography Locational knowledge	How do people choose where to settle? Builds upon place knowledge of the UK (Y1 & 2). A study of a region in the UK: Bath	To be able to locate Europe on a map and identify some of the countries, capitals and major features.	To be able to locate regions, counties and major cities within the UK.	To understand what a settlement is and the different types of settlement.	To be able to locate Bath and understand why Romans settled here. Why do people settle in this city today?	To be able to use OS maps and aerial photographs to identify Bath's human features and Roman achievements.		Pupils develop an appreciation of the size of the Roman Empire across Europe. Pupils understand types of settlement and can explain how people choose where to settle. Pupils can describe the human and physical geographical features of the city of Bath in the UK.
Computing Audio production	Progresses pupil's knowledge of creating media. Learners develop an understanding of how to work with sound digitally.	To know that sound can be digitally recorded	To be able to use a digital device to record sound	To understand that a digital recording is stored as a file	To understand that audio can be changed through editing	To be able to combine and play together different types of audio.	To be able to evaluate editing choices made	Pupils produce a podcast demonstrating their skills to record, edit and layer digital audio files.
Physical Education Real P.E Unit 2 Social	I am happy to show and tell others about my ideas. I show patience and support others, listening carefully to them about our work. Further develop fundamental skills of agility and balance.	Jump & land To be able to: Jump forwards, backwards, side to side.	Jump & land To be able to: Jump 2 feet to 2 feet ¼ turn Stand on a line and jump from 2 feet to 1 foot-freeze on landing	Jump & land To be able to: Jump ½ turn, both directions. Tucked jump. Tucked jump ½ turn, both directions.	Seated balance To be able to: Hold a seated balance with 2, 1 or 0 hands and/or feet down	Seated balance To be able to: Move an object from one side to the other: - swap hands - same hand reaches across	Seated balance To be able to: Hold dish shape for 5 seconds	Pupils will have developed their seated balance and jumping and landing skills and will begin to use and apply these skills confidently in sport lessons.
Sport Swimming	Play competitive games (Hockey), applying basic principles suitable for attacking and defending. Using and applying coordination and agility fundamental skills.	To be able to swim competently, confidently and proficiently over an increasing distance.	To be able to use a range of strokes effectively	To be able to perform safe self-rescue in different water-based situations.				Pupils develop their water confidence, swimming stroke techniques and stamina in the pool.
Art Drawing & sketchbooks	Storytelling through drawing KS1: basic mark making and media exploration.	To be able to explore the work of artists (Laura Carlin, Shaun Tan illustrator & graphic novelist) who tell stories through imagery.	To be able to use a sketchbook to generate ideas about how I might respond to a text, exploring different drawing materials.	To be able to create a richly illustrated narrative in a single drawing.	To be able to use composition, sequencing, mark making and some text in my drawings.	To be able to build and share a story through a series of drawn images to create a concertina book.		Pupils create a finished piece which contains sequenced images to describe a narrative, using a variety of drawing materials.
French I am able...	To learn 10 familiar activities that they are	To be able to recognise, recall	To be able to recognise, recall	To be able to know how to use	To be able to use the negative	To be able to use the conjunctions		The Children will be able to build more interesting and

	able or are not able to do in French.	and spell five different verbs	and spell five further verbs	the verb 'je peux' (I am able)	structure so they are able to say what they can do as well as what they cannot do.	'and' and 'but' to form complex sentences		complex sentences including the option of using conjunctions.
RE Judaism	Builds upon previous learning about Judaism and Jewish life (Y1). Pupils develop and understanding of Jewish family life and festivals.	To understand the Jewish festival of Rosh Hashanah	To understand the Jewish festival of Yom Kippur	To understand the Jewish festival of Pesach (Passover)	To understand the importance of the 10 commandments to Jewish people.	To understand the importance of gratitude in Judaism.	How do festivals and family life show what matters to Jewish people?	Pupils can explain what matters to Jewish people, making reference to Jewish life and festivals.
RHSE Similarities and differences.	Exploring identity and diversity. Builds upon similarities and differences explored in previous years.	Being British: stereotypes and diversity	Respecting others: What is discrimination?	Considering different points of view				Pupils develop a respect for diversity and understand why stereotypes and discrimination are harmful.
E-safety	To consider online bullying and how to manage online information.	To know some online technologies where bullying might take place.	To understand how mistakes happen online and how to fix them	To understand the difference between opinions, facts and beliefs in online content.				

Reading Opportunities

