Class 2 Roman Empire Summer 2 2023 – Essential Knowledge

History – The Romans in Derby: By the end of this unit what should children know?
That the Romans settled in Derby and impacted our local area. How to analyse historical sources.
How Romans changed the way of life in Britain and Derby e.g., roads, towns, villas, bath houses, aqueducts and the lasting legacy this has had on our country.
Different theories about how the Roman Empire came to fall. Research different versions of events and explain how they differ.
Vocabulary – Amphitheatre, Analyse, Aqueduct, Architecture, Barbarian, Evaluate, Impact, Legacy, Military, Source, Villa,

Science – Forces and Magnets: By the end of this unit what should children know?
How to compare how things move on different surfaces
To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance and only on certain materials.
How to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
How to describe magnets as having 2 poles and accurately predict whether 2 magnets will attract or repel each other
Vocabulary – Attract, Force, Magnetic field, Magnetism, Material, Orientation, Poles, Properties, Pull, Push, Repel, Resistance, Surface

Year 4 Maths - By the end of this unit what should children know?
Identify right, acute and obtuse angles. Idenitfy and describe different types of triangles and quadrilaterals. Draw lines of symmetry.
Understand the relationships between units of time e.g., seconds, minutes, hours, days, months and years. Understand the 24-hour clock.
Interpret line graphs by understanding comparison, sum and difference.
Vocabulary – Acute, Angle, Anticlockwise, Clockwise, Equilateral, Horizontal, Isosceles, Obtuse, Parallel, Quadrilateral, Right angle, Scalene, Vertical, Vertices,

Year 3 Maths - By the end of this unit what should children know?
Recognise right angles. Recognise, name and describe the properties of 2D and 3D shapes.
How to tell the time to the nearest minute on an analogue and digital clock. Understand the relationships between units of time e.g., seconds, minutes, hours, days, months and years.
How to interpret and draw pictograms, bar charts and tables to represent data.
Vocabulary – Acute, AM, Analogue, Angle, Anticlockwise, Bar chart, Clockwise, Data, Digital, Horizontal, Hour, Minute, Obtuse, Parallel, Perpendicular, Pictogram, PM, Polygon, Properties, Right angle, Second, Table, Vertical

English – By the end of this unit what should children know?
Use prefixes and suffixes, know how they change the meaning and class of words.
Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
In narratives, create settings, characters and plot. Discuss writing similar to that which they are going t write in order to understand and learn from its structure, vocabulary and grammar.
Vocabulary – Ceased, Companion, Feeble, Hastened, Paradise, Prosecuted, Selfish, Stole, Trespasser

Latin - By the end of this unit what should children know?
Understand the difference between verb endings -o (I), -t (he or she), -nt (they).
Use adjectives (colour) to describe.
To use etymology to link English and Latin words.
Apply language learnt in Spring to translate new chapters using this retained language.

RE – Faiths today - By the end of this unit what should children know?
Find similarities and differences in the main religions in the UK today; Christianity, Judaism, Islam, Humanism and Sikhism.
The symbols and main beliefs of Christianity, Judaism, Islam, Humanism and Sikhism.
The features of places of worship of Christianity, Judaism, Islam, Humanism and Sikhism.
Vocabulary – Artefact, Belief, Celebrate, Christian, Disciple, Empathy, Faith, Festival, Humanism, Islam, Judaism, Mosque, Principle, Qur'an, Sikhism, Worship

PHSE – Changing Me: By the end of this unit what should children know?
How babies grow and what babies need to develop and grow.
The changes that happen on the outside and inside of boys' and girls' bodies during puberty in preparation for having a baby.
Start to recognise stereotypical ideas I might have about parenting and family roles.
Vocabulary – Affection, Breasts, Female, Male, Nutrients, Ovaries, Penis, Puberty, Roles, Stereotype, Testicles, Sperm, Uterus, Vagina, Womb

Morley Away Curriculum - By the end of this unit what should children know?
Listen and enjoy music from a live orchestra (Hallé) at Derby Arena. Join in with pre-practised songs.
Take a tour of Roman Derby with Richard Felix, learning about where the Romans settled and how the Romans have had an effect on Derby today.
DHL Truck Safety at Morley Hayes
Vocabulary – Derventio, Fort, Halle, Impact, Legacy, Orchestra, Settlement,

Leaders of the Future - By the end of this unit what should children know?
Recognise some qualities of good leaders from history.
Understand how their actions can impact positively or negatively on others (RE – The Golden Rule)
Support each other during our two-night residential. Take on new challenges.
Vocabulary – Advice, Attributes, Challenge, Negative, Positive, Qualities, Support

Design and Technology – Roman Purses – By the end of this unit what should children know?
Understand that money containers are designed for different purposes and users. Identify and label common features of different money containers.
Use a template to cut out appropriate shapes from fabric.
Use a range of sewing stitches (back stitch, running stitch, oversewing stitch.)
Follow a design to create a Roman purse.
Evaluate their own finished product.
Vocabulary – Back stitch, Currency, Fabric, Fastener, Felt, Eye, Needle, Oversewing stitch, Running stitch, Seam, Template, Textile, Thread