

Year Four Discover AutumnTerm



History
The impact of an historical figure: Augustus Caesar
Using research and historical sources, we find out about Augustus Caesar and the impact he had. We find out about his achievements and the things he is remembered for.
We think about the sort of leader he was and how his actions give us clues to this, comparing him to our learning about Guru Nanak's leadership.

Augustus Caesar

History
Sequencing events in the past: Celts and Romans in Britain
We get to know the key events in the histories of the Romans and Celts by plotting their time periods onto timelines. We use the language BCE and CE and BC and AD to place events correctly and consider why it is important for Historians to have a shared language when talking about dates of events in the past.

Ancient Timelines

History
Finding out about historical figures: Boudicca
We explore different primary sources including first hand accounts to build a picture of the Celtic leader, Boudicca. We consider the reliability of sources written by her enemies. We think about the challenges bias can present to historians and how to evaluate the usefulness of sources. We look for common themes to infer some things that are likely to be true about Boudicca. We think about her motivations for leading and why the people in her tribe were inspired to follow her.



Boudicca

Project Launch: Religious Education
Sikhism
We begin our project by finding out about the beginnings of the Sikh religion. We learn about Guru Nanak and how and why he founded the religion. We consider the sorts of leadership qualities he showed and why people followed him. We learn about some of the Guru's who followed him and investigate their similarities and differences. We find out about the important symbols Sikhs have to identify themselves and show that they belong to their faith.

Project Launch

History
Life for people in the past: Celtic life in Britain
We interpret different primary and secondary sources to find out about life for the Celts in Britain. We build a picture of their daily experiences by finding out about food and farming, religion, housing, clothing and weapons.

The Celts

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

Art
Colour: Celtic Face Paints
We learn that Celtic warriors painted their faces in intricate patterns to show their belonging to their tribes and to intimidate their enemies. We design our own examples of this, mixing the right colours and turning ourselves into fearsome Celtic warriors!



Celtic Facepaints

Roman Music

Music: Traditional Roman music and instruments
We listen to music inspired by the Romans and made with instruments they also used. We use the vocabulary of dynamics, tempo and timbre to describe what we hear.



Art
Sculpture: Celtic Jewellery
We examine images of examples of Celtic jewellery and identify their common design features. We use this to design our own and then sculpt these using clay. We refine our ability to shape and join clay to recreate the intricate structures in Celtic designs.

Celtic Jewellery



Roman Armour

Design and Technology
Roman Shields
We explore the way the Roman army made itself intimidating, learning about their armour and army. We use images to design our own Roman shields and then cut, shape and join materials to create our own out of cardboard and paper.



Religious Education: Incarnation
We find out what Christians believe about the Christmas story and the different sources of information there are about it. They find out about Christian ideas about God, including those that can be found in the Christmas story.



Answering the Project Question

We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

Do you have to be a leader to make a difference?