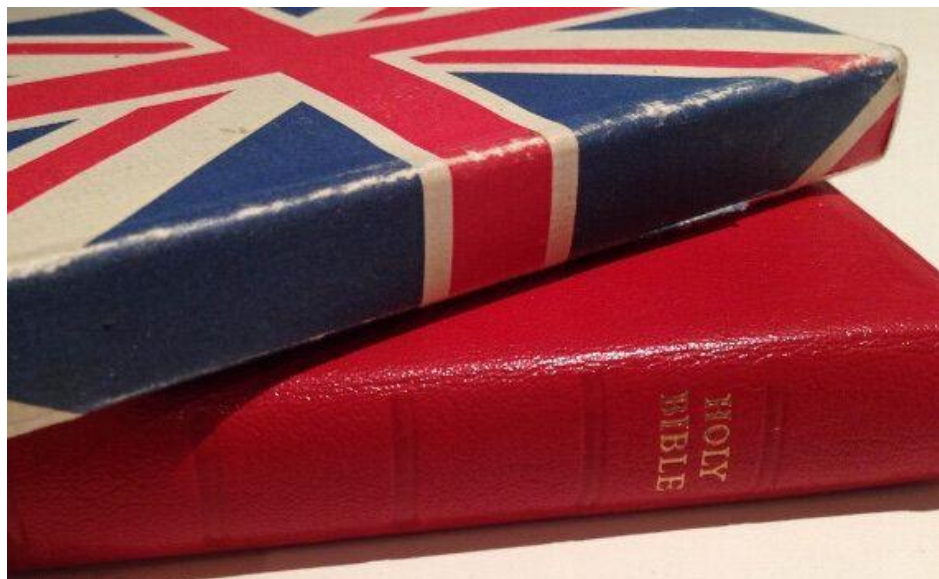


## Who Has Authority – Church or State?



### Impact

#### By the end of this unit children will...

Children will develop an understanding of who The Romans were, when they lived and where and how they were able to establish their empire. Children will learn about the impact that the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire and look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. Children will further explore key influential figures who made lasting changes to life in roman times and how many of these changes impact our life today. In addition to this, they will have the opportunity to learn about food and nutrition during The Roman Era and adopt the importance of meal times and food during a re-enactment of a banquet. As we delve deeper into our big question, children will use historical enquiry to draw conclusions based on what they have learnt.

### Intent

... it is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become “builders of a new humanity” (Pope Francis).

Through the delivery of this unit of work children will develop an understanding of how the Roman era has influenced modern life today.

### Building the Kingdom

Big Question: Who has authority – State or Church?

Further questions to explore:

Is democracy a result of Christianity?

Is Christianity solely responsible for Democracy?

Should the church be involved in government?

### Catholic Social Teaching

#### Community and participation

We are one human family, global citizens called to be peacemakers. Called to live in community with one another and the way we organize our society—in economics and politics, in law and policy—directly affects human dignity and the capacity of individuals to grow in community. Children will explore how The Romans have impacted Modern Britain and develop and understanding of how life today will shape the future.

# Who Has Authority: Church or State? Y4: Knowledge and Skills

## Core Subjects

### English

During this topic, pupils will write a ...

**Statement of prosecution** based on the class reader 'Thieves of Ostia' by Caroline Lawrence

**SPaG focus:** Conjunctions, Fronted adverbials, Commas after fronted adverbials, Adverbs of time

**Spelling:** Words with -tion, -sion, -cian, adverbs, Y3 Y4 words.

In **Guided Reading**, pupils will be reading The Thieves of Ostia by Caroline Lawrence, exploring the text through VIPERS (vocabulary, inference, prediction, explanation, retrieval, summaries and sequences).

### Science

#### Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery

## Foundation Subjects

### History and Geography

- Who Were the Romans? To understand where they occurred on the historic timeline. To use chronological language accurately to describe this.
- To identify the reasons for the invasion of Britain by the Romans.
- To identify the continuity and change throughout Roman Britain through comparing housing, society, food, beliefs and entertainment.
- To understand how the Romans have impacted modern life.
- To explore Boudicca primary sources written by Dio and Tacitus to understand that one viewpoint cannot be trusted and identify why interpretation of these sources is important to our understanding of the past.

### Art and Design and Design Technology

#### Design Technology :

Children will be creating their own Roman chariot. During this project they will:

- Research Roman chariots as inspiration for their own design.
- Create a design brief, design and prototype of a Roman chariot.
- Use a variety of tools safely to make their Roman chariot.
- Evaluate their Roman chariot based on their design criteria.

### Music

Children will learn to develop rehearsal routines and strategies and To play and perform in solo and ensemble contexts using their voices and a brass instrument.

They will listen to a variety of music genres and make comparisons about their intent and purpose. Focussing a lot on how it makes each individual feel.

### Computing

Audio production:

Children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.

# Who Has Authority: Church or State? Y4: Knowledge and Skills

## Core Subjects

### Maths

#### Multiplication and Division B

- Multiplying and dividing by 10 and 100
- Related facts
- Informal written methods
- Multiply and divide a 2 digit by 1 digit and 3 digit by 1 digit number
- Efficient methods

#### Decimals A

- Tenths as fractions and decimals.
- Tenths on a place value chart and a number line.
- Divide a 1-digit and 2-digit number by 10.
- Hundredths as fractions and decimals.
- Hundredths on a place value chart.
- Divide a 1-digit and 2-digit number by 100.

### RE

#### Lent

- Know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent.
- Know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives.
- Know that the Sacrament of Reconciliation is a celebration of this gift. The children will know that Christians are called to follow Christ by the way they live their lives. To understand that the Beatitudes of Jesus provide a guide for this.

#### Holy Week

- Have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus.

## Foundation Subjects

### P.E.

#### Outdoor – Rounders

- To develop a range of skills in a competitive context.
- Choose and use a range of simple tactics in isolation and in a game context.
- Identify different roles in rounders.

#### Indoor PE – Gymnastics

- Develop an increased range of body actions and shapes to include in a sequence.
- Define muscle groups needed to support the core of the body.
- Refine taking weight on small and large body parts.

### Peacemakers

#### Peaceful actions and behaviours

During Peacemakers children will be discussing:

- Understand the causes of conflict and how we respond to it.
- Find ways to resolve conflicts.
- Recognising the impact of our behaviour on others.
- Develop strategies for being able to repair harm when it has been caused.