

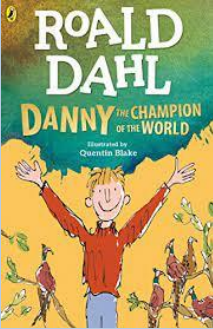
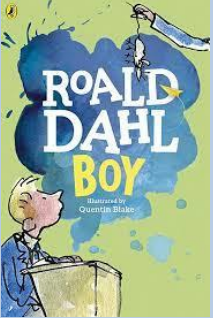
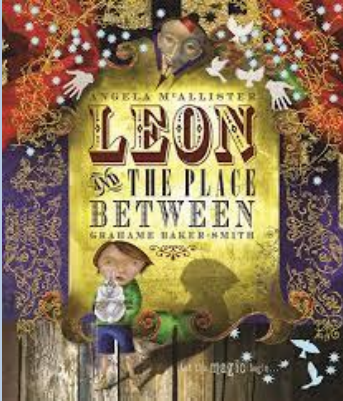


Our Topic	Our learning	Aspects of the 2014 national Curriculum we will cover	Questions we might answer	Books we may read	How we will enrich our learning further...
<p data-bbox="85 411 385 481">The Romans</p>  <p data-bbox="85 715 385 842">Autumn Term 2023 The Romans and Circus,Circus</p>  <p data-bbox="62 1141 412 1332">For the first two weeks of term, we will be exploring how we learn, our school values and getting to know each other again!</p>	<p data-bbox="448 199 665 422">As historians, we will think about when the Roman period was.. We will look at historical evidence to discover what life was like during the Roman period.</p>	<p data-bbox="701 199 952 454">KS2 – Place current study on time line in relation to other studies. Select relevant sections of information. Know the period in which the study is set and display findings in a variety of ways</p>	<ul data-bbox="1052 183 1630 383" style="list-style-type: none"> • What is the chronology of British History? • Can I use evidence to deduce what life was like in Roman Britain? • What will my Castle Museum experiences teach me about life in the stone age? • What was life like for people living in Britain at this time? • What was life like in the Roman army? 	  	<p data-bbox="2042 327 2184 395">Castle Roman Day trip</p> <p data-bbox="2042 491 2190 555">The Hippodrome Circus trip</p> <p data-bbox="2065 609 2168 673">Link to local Farm visit</p>
	<p data-bbox="439 497 674 667">As geographers, we will learn about countries and cities of the UK and we will compare the UK to Italy and Africa.</p>	<p data-bbox="707 526 945 638">KS2 – use maps, atlases, globes and digital/computer mapping.</p>	<ul data-bbox="1025 466 1552 730" style="list-style-type: none"> • Why is the landscape like this? • How is it changing? • What do you think about that? • What do you think it might be like if... continues? • How are places the same/ different? • Why do different people hold differing views? • How can we use atlases? • Why are grid references useful? • How have Circuses developed around the world? 		
	<p data-bbox="443 813 669 1045">As artists, and designers we will become Roman artists taking inspiration from Roman art and pottery, and we will also study Alma Thomas and Joan Miro</p>	<p data-bbox="703 805 949 1037">KS2 - Controlling and experimenting particular qualities of tone, shades, hue and mood Considering colour for purposes. Be able to sculpt using a range of materials.</p>	<ul data-bbox="1052 742 1601 1125" style="list-style-type: none"> • What was Roman art like? • What were Roman busts? • How can I recreate a Roman bust? • What was Roman pottery like? • What is the best way to form a Roman pot? • Who is Alma Thomas? • What are mosaics? • How can I best create a mosaic? • Who is Joan Miro? • What is Surrealism? • How was he inspired by the circus? • How can I create a 3D model inspired by Miro and the circus? 		
	<p data-bbox="448 1284 669 1396">In RE, we will consider where religious beliefs come from and what do we mean by truth.</p>	<p data-bbox="701 1157 952 1476">KS2 – the bible as a source of authority for Christians and describe how individuals, communities, society and experiences can shape beliefs. The nature and existence of Gods and the difference between knowledge belief and opinion.</p>	<ul data-bbox="1025 1133 1624 1460" style="list-style-type: none"> • Where do religious beliefs come from? • What does the bible mean to Christians? • What is a parable and what do they mean to Christians? • How are beliefs influenced by communities, society and experiences? • What do we mean by truth? Is seeing believing? • What is truth? • What is a belief? • What is an opinion? • Why is there such a diversity of religion in the world? What are their commonalities? 		

	As musicians, we will learn to play a new instrument and compose music ourselves.	KS2 – To play and perform with accuracy, fluency, control and expression. To describe, compare and evaluate different types of music.	<ul style="list-style-type: none">• How can I write musical pieces?• What musical notations can I use and what do they mean?• How does this music make me feel?• What does this music remind me of?• Can I use musical vocabulary to describe the music?		
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