

## Skills Progression in Latin & Classics

	<b>EYFS-KS1</b> Children in Nursery, EYFS and KS1 do not have designated lessons for Latin & Classics. They are however taught a wide variety of skills which will enable them to be curious linguists as they progress through the school. These are laid out below.	<b>Year 3</b>  Core textbook chapters 1, 2 & 3	<b>Year 4</b>  Core textbook chapters 4, 5 & 6	<b>Year 5</b>  Core textbook chapters 7, 8 & 9	<b>Year 6</b>  Core textbook chapters 10, 11 & 12
<b>Phonics</b>  Phonic knowledge will be taught as it arises within texts rather than as an explicit element of the lesson, as it would be if children were learning a modern Foreign Language such as French.		<p><b>Children will be taught that:</b> The letter v is pronounced like a w in classical Latin. The English phonic system is widely applicable to classical Latin</p>	<p><b>Children will be taught that:</b> Children will consolidate their phonic knowledge of classical Latin from Y3 as well as being taught that the letter c always produces a “hard” sound (like the K in Kick and it never makes a soft sound like the c in city).</p>	<p><b>Children will be taught:</b> Children will consolidate their phonic knowledge of classical Latin from Y3 and Y4 as well as being taught that how the use of a macron alters a vowel sound when speaking.</p>	<p><b>Children will be taught that:</b> Children will consolidate their phonic knowledge of classical Latin from Y3, Y4 and Y5 as well as being taught the correct pronunciation (in classical Latin) of a variety of vowel digraphs.</p>
<b>Grammar</b>		<p><b>Autumn term 1 &amp; 2 –</b> Writing simple sentences using the verb “esse” (to be), identifying the difference between sum &amp; sumus, est &amp; estis.</p> <p>Children will be taught to only use capital letters for proper nouns (and not at the beginning of sentences written in Latin.</p> <p><b>Spring term 1 &amp; 2 -</b> Children are made aware that sentences with an adjective and a noun must have matching gender-based endings. E.g. porcus sordidus est (the pig is dirty) and NOT porcus</p>	<p><b>Autumn term 1 &amp; 2 -</b> This term’s grammatical focus will be on verbs and will pull together the variety of verb forms children have been taught so far (still working all in the present tense). This will include some simple negative forms (E.g. Julius is writing. Flavia is not writing). These simple, present tense sentences will also include some simple adjectives with appropriate, gender-based endings to reinforce learning from the Y3 grammar stand of the BWT Latin curriculum.</p>	<p><b>Autumn term 1 &amp; 2 -</b> Extend knowledge of verbs from Y4 by introducing imperative forms. This will predominantly be through looking at age-appropriate comic strip style texts and games such as Simon Says. This will be modelled by teachers giving commands during lessons using imperative forms. This will be extended further by discussing different imperative forms in singular and plural.</p> <p><b>Spring term 1 &amp; 2 -</b> Children will revisit the concept of modifying verbs by accurately using a small selection of adverbs that behave (grammatically speaking) according to regular rules. This will include both singular and plural forms.</p>	<p><b>Autumn term 1 &amp; 2-</b> Children will revisit concepts they have learned around how to add detail to sentences and will then begin to translate (focussing on Latin to English for the most part) sentences which contain a select group of conjunctions, such as because, but and although</p> <p><b>Spring term 1 -</b> Children will be encouraged to identify subjects (nominative) and objects (accusative) within</p>

sordidA est (because the endings don't match).

**Summer term 1 & 2** – Children are exposed to and begin to use regular verb endings in the present tense only. The fact that inflection rather than pronouns are used in Latin will be discussed and linked to a child's home language wherever possible. Children will – with support from songs to aid memory - begin to conjugate simple regular verbs in the present tense only. For example: scribere (to write), habere (to have), spectare (to look at) and laborare (to work).

All verbs apart from esse (to be) will be regular verbs with predictable endings.

**Spring term 1 & 2** - Children will learn how to modify simple verb forms by using adverbs such as ferociter & celeriter (fiercely & quickly).

**Summer term 1 & 2**- All vocabulary taught this term will be based around the items that could be bought in shops in Romano British settlements (wax tablets, pens, beads etc). Children will revisit the concept of correct usage of capital letters in Latin for proper nouns only.

**Summer term 1** - Children will be taught to modify a selection of nouns (which may themselves have been modified with adjectives) by adding prepositions such as: near, on top of, ad, and pro. This will be linked to children's understanding of prepositions in their SPaG lessons.

**Summer term 2** - This knowledge may also be extended by introducing the concept of two simple cases (Nominative for subjects of sentences and accusative for objects of sentences). Children will be taught that we can tell when a noun is in the accusative because there are certain clues such as the 'm' ending. The concept of subjects and objects will prepare them for the Y6 SPaG curriculum.

sentences and explain why some word endings are different. Elements of this will link to the core textbook and also CLC textbook.

**Spring term 2** - Children will begin to identify some verbs in the past tense and give explanations for how they can tell that a verb is written in the past tense (regular verbs only at this stage and clues will be given for identifying past tense verbs),

The vast majority of the translation work this term will be translating from Latin to English.

**Summer term 1 & 2** - This term, children will consolidate their work from Spring 2 where they began to explore past tense verbs. They will be expected in the latter half of this term to be able to correctly and confidently identify regular verbs in the present, perfect and imperfect tense and explain how they know.

They may be asked to translate some short sentences (with well known vocabulary) from English to Latin, but the

					<p>focus will be on reading from Latin and translating to English. Where previously, children have been exposed to one tense at a time, they will now be encouraged to tackle a mixture of tenses within sentences that have some element of modification (either an adjective, an adverb, or a pronoun).</p> <p>Children will be encouraged to work more independently on short translations using the skills they have learned throughout KS2 to analyse linguistic features, so for example, they might work with a partner and say something like</p> <p>“I know that verb is in the past tense, because there is “bat” and not “at” in the ending. Can you help me translate the root though?”</p>
Vocabulary		<p><b>Autumn term 1 &amp; 2</b> - Simple family vocabulary including mater, pater, filius, filia, soror, feles, canis etc.</p> <p><b>Spring term 1 &amp; 2</b> - Simple animal words and adjectives that are applicable to them (E.g. Balena, maxima, porcus, roseus, sordidus, cuniculus, improbus).</p>	<p><b>Autumn term 1 &amp; 2</b> – Simple emotions words such as laetus, iratus &amp; fessus (happy, angry &amp; sad), regular verbs (E.g. to sit, to enter, to write).</p> <p><b>Spring term 1 &amp; 2</b> - adverbs such as ferociter &amp; celeriter will be added to the children’s growing bank of vocabulary and children will</p>	<p><b>Autumn term 1 &amp; 2</b> - The theme of vocabulary this term will focus on military verbs and nouns, so children will encounter and be exposed to nouns such as: gladius (sword), scutum (shield), pugio (dagger) and verbs such as tangere (touch), siste (stop), audite (listen), procedite (proceed/march forward) and portate (carry). Teachers will make links wherever possible to similar words or cognates in both English and any particular child’s home language. E.g. Gladius/gladiator, prodeite/proceed</p>	<p><b>Autumn term 1 &amp; 2</b> - This term’s vocabulary will focus on the topic of jewelry and will include a variety of nouns, verbs, adjectives and adverbs as well as giving opportunities for the spaced retrieval of previous taught vocabulary such as prepositions. Samples of such vocabulary include:</p>

		<p><b>Summer term 1 &amp; 2</b> – Simple regular verbs in a variety of persons (present tense only). Some imperative forms.</p>	<p>be encouraged to “do more with less” by creating ever more complex and accurate combinations of their existing Latin vocabulary using grammatical tools they have been taught.</p> <p><b>Summer term 1 &amp; 2</b> - The focus grammatical concept for this term is plurals. Children will learn how a selection of plural nouns are formed as well as learning simple ways to modify plural nouns with adjectives. This will link back to their Y3 learning on gender appropriate noun/adjective endings that match, because children will need to ensure that adjectival endings are correct.</p>	<p><b>Spring term 1 &amp; 2</b> - This term’s vocabulary will be focussed on daily life in Roman Britain and will cover concepts such as the Roman bath house and what it would have been like to visit a doctor in Roman times. Links will be made to previous learning, so there is a focus on imperative forms in this term, to allow for spaced retrieval. Samples of vocabulary to be taught are listed below.</p> <p>Tepidarium – the warm room  Recumbunt – they are lying down  Cum amicis – with friends  Ancilla/ancillae - slave girl(s)  Apodyterium – changing room.  Discumbe – lie down  Oculus aperi – open your eyes  Bis per diem – twice a day</p> <p><b>Summer term 1 &amp; 2</b> - This terms vocabulary will be centred around the concept of conflicts, wars and the military. Sample vocabulary from this term’s vocabulary list is listed below.</p> <p>Vexillifer – flag-bearer  Centurio – centurion  Signifer – standard-bearer  Ballista – sling shot  Gladius – sword  Pugnare – to fight</p>	<p>Anulus – ring  Pulcher/pulchra - beautiful  Pretiosus – valuable  Aureus – gold  Amatorius – romantic  A patre tuo – from your father</p> <p><b>Spring term 1 &amp; 2</b> - Vocabulary this term will be taken from both the core textbook (ch 11) and the CLC textbook stages 2 (for nominative and accusative work) and 6 (for past tense work).</p> <p>Sample vocab list:  Salutare – to greet  Atrio – main room in Roman villa  Amicus/amica - friend  Servus/i - slave(s)  Ancilla(ae) - slave girl  Scribere – to write  Ambulare – to walke</p> <p><b>Summer term 1 &amp; 2</b>- Vocabulary for this term will be taken from both the core textbook for this course (chapter 12) and stage 6 of the CLC textbook.</p> <p>Sample vocab list:  Narrare – to tell  Narravit - told  suaviter – sweetly (adv)  Pistores – bakers</p>
--	--	---	--	---	---

					Panem vendebant - were selling bread Quod – because Vituperabat – cursed/blamed Festinavit – rushed/hurried
Word Roots	<p>Children will be exposed to basic number word roots such as bi, tri, quad &amp; oct within continuous provision. As they progress through KS1, this will be taught more specifically (predominantly within the Maths Curriculum and the Science curriculum). They will be taught to use Kagen language structures to verbalise what they notice (modelled by adults), for example:</p> <p><i>“I know that a tricycle has three wheels, because a triangle has three corners and both words have tri in.”</i></p> <p>SPaG lessons, particularly within Y2 will draw attention to and provide explicit instruction on a variety of prefixes and suffixes, the meaning of which is discussed in detail with children before they are supported to apply</p>	<p><b><u>Autumn term: Topic = Stone Age/Ancient Egypt</u></b> Chron – time (link to chronological order in history) Domin (master) – link to AD/BC when teaching history. Gram/graph (meaning to write or draw) Srib/script (meaning to write). Link to scribes and hieroglyphics?</p> <p><b><u>Spring term: Topic = Bridges (STEM focus)</u></b> Struct - build sub (From Latin meaning under or below). This root can be found in such words as submarine, subterranean, subsoil, subtle, subtract etc). Suggested curriculum link – Maths (link to subtraction) or link to engineering/DT work (subterranean/submarine) <b>Super</b> (From Latin meaning over/above). This root can be found in such words as <b>superhuman</b>, <b>superfluous</b>, <b>supersonic</b> etc). <b>Fract – break/broken</b></p> <p><b><u>Summer term: Topic = Roman Britain</u></b> The Latin word for road is via. What is a viaduct and how is it</p>	<p><b><u>Autumn term: Topic = Anglo-Saxons &amp; Vikings</u></b> Chron – time (link to chronological order in history)</p> <p>Mis/mit – to send (<b>mis</b>sile, <b>mis</b>sionary, <b>intermittent</b>). Link to missionaries during Anglo-Saxon era.</p> <p><b><u>Spring term: Topic = Electricity (STEM focus)</u></b></p> <p>Circ – around (<b>circ</b>uit and <b>circu</b>mnavigate, <b>circa</b> 1900).</p> <p><b><u>Summer term: Topic = Rainforests</u></b></p> <p><b>Bio</b> (from Latin meaning “life” as in <b>bio</b>diversity, <b>biome</b>, <b>biological</b>, <b>biosphere</b>). Link to plants &amp; animals in Science or Geography around the rainforest. Hydr - water (ink to water cycle in rainforest topic) Equi – equal (link to <b>Ecu</b>ador, <b>equ</b>ator, etc in rainforest geography and <b>equ</b>als in Maths lessons).</p>	<p><b><u>Autumn term: Topic = Coasts</u></b> Loc – place/position (link to relocation across the sea, the location of different settlements etc).</p> <p>Naut – sailor (Link to NAUTical heritage of Europe, astronaut, cosmonaut etc).</p> <p>Pro/con - for and against</p> <p>Pre/ante - before and after</p> <p><b><u>Spring term:</u></b> Topic = The Industrial Revolution</p> <p>Arch/archy – ruler/power (link to concept of monarchy during history lessons)</p> <p>CHRON – time (link to CHRONological order in history)</p> <p><b><u>Summer term:</u></b> Topic = Space Race</p> <p>Stella/Astra meaning star Naut (meaning sailor, as in astronaut) Tele (From Ancient Greek meaning “far”) This word root can be found in such words as telescope, telephone, teleport, telegram). Lunar /solar (moon/sun)</p>	<p><b><u>Autumn term: Topic = World War Two</u></b> Astra – star (link to the RAF motto “Per ardua ad astra” meaning through diversity to the stars). You could also teach stellar (also meaning star) here if you wish.</p> <p>Dict – speak/say (DICTionary, DICTate, DICTator, contradict).</p> <p>CHRON – time (link to CHRONological order in history)</p> <p>VAC (empty) – (Link to eVACuate)</p> <p><b><u>Spring term: Topic = Natural Disasters &amp; Global Issues</u></b></p> <p>RUPT – break (link to volcanic eRUPTions)</p> <p>THERM – heat (link to geothermal energy)</p> <p>GEO – earth (link to the word geography and geoTHERMal activity, THERMometer etc).</p>

	<p>their knowledge independently in their own work.</p>	<p>different from an aqueduct? What do you think duct means? Consider the meaning of via in the sentence “I went to London via Colchester” Focus – common phrases we inherited from the Romans (etc, ad hoc, ad nauseum etc).</p> <p><b><u>Word Roots to be taught at any time throughout the school year (class teacher’s discretion):</u></b> Tract – pull (link to magnets in Science) Latin number roots – Link to Roman Numerals lessons or topic.</p>	<p>Sphere – ball/sphere (link to hemisphere in geography).</p> <p><b><u>Word Roots to be taught at any time throughout the school year (class teacher’s discretion):</u></b> Pod/ped – foot/feet Tri – three Term – meaning stop/end Phon – voice/sound (Ancient Greek) – Link to Science learning around sound. Herb/carn – link to Science on herbivore/carnivore (food chains/living things).</p>	<p>Children will also discuss this term how many planets are named after Roman and Greek gods and goddesses.</p> <p><b><u>Word Roots to be taught at any time throughout the school year (class teacher’s discretion):</u></b> Chron – time (link to CHRONology and CHRONological order during history lessons)</p>	<p>Review word roots taught throughout previous years</p> <p><b><u>Summer term: Topic = Mechanics</u></b></p> <p>Struct – build (link to conSTRUCTION and STRUCTure of your project).</p> <p>Nov (new) – Link to inNOVation in design and NOVel ideas.</p> <p>Review word roots taught throughout previous years</p> <p><b><u>Word Roots to be taught at any time throughout the school year (class teacher’s discretion):</u></b> Chron – time (link to CHRONological order in history)</p>
<p>Art &amp; Culture</p> <p>For all focus myths, children will be told the story (in a variety of formats including audio and e-reader), they will retell it themselves and will then work on a simple translation of the story from Latin</p>	<p>Traditional tales and tales with a moral are a continuing theme of the Nursery and EYFS curriculum. These are read to children regularly and discussed. Discussion of tales with a moral prepares children to look into mythology in more complex ways as they progress through the school. Children are encouraged to use small</p>	<p><b><u>Autumn term –</u></b> Children will be taught about the concept of invasion and why there are Roman settlements in Britain still today. Intangible remnants of Roman culture in modern society (such as language) will also be discussed.</p> <p>The focus myth for this term is Perseus and Medusa – this will be</p>	<p><b><u>Autumn term 1 &amp; 2 -</u></b> Roman writing/poetry, wax tablets (p23)</p> <p>The focus myth for this term in Y4 is Echo &amp; Narcissus. This will be linked to the PSHE concepts of vanity, self-image and healthy relationships with others.</p>	<p><b><u>Autumn term 1 &amp; 2 -</u></b> Within the culture strand, children will learn about how the Roman army worked, what a centurion, commander and general was. Links will be made to words children already know and have explicitly been taught in earlier years of the curriculum. E.g. When being taught about centurions, the knowledge of cent meaning 100 will be drawn upon to deepen their understanding.</p>	<p><b><u>Autumn term 1 &amp; 2 -</u></b> This term’s culture learning will focus on how the Romans viewed luxury items – jewellery in particular. Children will discuss how jewellery is different now from how it was in the past. This will be linked to the continuity and change element of the BWT primary curriculum</p>

<p>to English. Any unknown vocabulary within these translations will be provided to children to minimise cognitive overload and keep the focus on the use of the skills and vocabulary they have already learned.</p>	<p>world areas, role play and story maps to retell a variety of stories they are familiar with. This helps them the skills they will use to share and retell stories orally as they move through the rest of the school.</p> <p>Retelling of mythological tales and other tales with lessons or morals is a strong feature of whole school assemblies (whether virtual or in-person). Children are encouraged to reflect upon what can be learned from these tales and discuss this with peers and adults.</p> <p>Children are exposed to a wide variety of music and artistic styles, including classical art as they progress through the school. This will often be found playing during meditation or quiet, independent working time. Teachers discuss with children what they are listening to. This might include posing questions or asking children how a piece of music or art makes them feel.</p> <p>Children in EYFS and KS1 have also previously taken part in specialist projects such as "Take One Picture" and have produced written and art</p>	<p>linked to Famous composers such as Gustav Holst.</p> <p>At around Christmas time, children will discuss the idea of special foods and festivals in Roman culture and how they are different from those we have today.</p> <p><b><u>Spring term –</u></b> Children will be introduced to the concept of hierarchy in Romano-British society and the roles of people such as governors and slaves will be discussed and debated.</p> <p>The focus myth for this term is that of Daedalus &amp; Icarus. This will be linked to the PSHE concept of following instructions and keeping safe as well as the scientific concept of melting/states of matter.</p> <p><b><u>Summer term -</u></b> The children will discuss in detail the concept of slavery in Roman culture.</p> <p>The focus myth for this term is Pandora's Box, although this will be linked to many other creation myths from a variety of cultures, religions and civilisations.</p>	<p>Children will also link this myth to the scientific concepts of parts of a flower (with a focus on narcissi and other plants that grow near water). This myth will also be linked to the light &amp; sound strand of the science curriculum where children will investigate reflectiveness of surfaces.</p> <p><b><u>Spring term 1 &amp; 2–</u></b> Children will be developing their chronological understanding of history by investigating what happened before and after the Roman invasion of Britain. This will link to last term's history topic of Anglo-Saxons &amp; Vikings and build upon their Y3 Summer term history learning on Roman Britain.</p> <p>The focus myth this term is "A Traveller's Tale" and this will be linked to the Norse mythology children have learned about as part of their Autumn term history (Anglo-Saxons &amp; Vikings) as well as other Great British fireside tales.</p> <p><b><u>Summer term 1 &amp; 2 –</u></b> The focus myth for this term will be Actaeon &amp; Diana. Children's learning will be extended through oracy and</p>	<p>The focus myth for this half term is The Trojan Horse. This will be linked to varying elements of the BWT primary curriculum in other subject, which could include areas such as:</p> <p>DT – shell structures. PE/History – formations in sport linked to how Romans placed and organised themselves in battle (shield walls etc). PSHE – Women's rights (linked to Helen of Troy) and healthy relationships (was the relationship between Helen and Paris healthy or not? How do we know? Art – Famous works of art depicting the story of the Trojan horse. E.g. <a href="https://www.nationalgallery.org.uk/paintings/giovanni-domenico-tiepolo-the-procession-of-the-trojan-horse-into-troy">https://www.nationalgallery.org.uk/paintings/giovanni-domenico-tiepolo-the-procession-of-the-trojan-horse-into-troy</a></p> <p><b><u>Spring term 1 &amp; 2 -</u></b> The culture focus for this term will be daily life in Roman Britain. Children will learn about typical activities and everyday events such as going to the doctor. This will be linked to the history curriculum and will be geared towards helping children to develop a sense of period and understand what it would have been like to live in Roman Britain.</p> <p>The focus myth for this term is Odysseus and the cyclops, which follows on from last terms myth. Adults will explain to children that this is a part of a wider collection of mythology stories known as The Odyssey.</p> <p>Links will be made between this myth and other areas of the BWT primary curriculum, which could include one or more of the following:</p>	<p>and will include discussion around time periods children have studied as they have progressed through KS1 and KS2</p> <p>Science – link to periodic table of elements symbols for metals (lead, silver, gold).</p> <p>This term's focus myth is Midas and The Golden touch. Children will debate and discuss what they would wish for if they could have anything they wanted and will give their opinions on how Midas would have felt at the end of the story.</p> <p>Other activities and curriculum links are listed below.</p> <p><b>Drama –</b> Children to work in small groups to act out the story of Midas and the golden touch, focussing on conveying different emotions of characters and how they can demonstrate this with speech and body language.</p> <p><b>PSHE -</b> Discussion around the things that are (or should be) important to us in life. Is it all about material wealth or should we placing value on other</p>
---	---	--	---	---	---

	<p>work which depicts their thoughts on or feelings about art depicting mythology, such as the tale of Cupid and Psyche (Jacopo de Sallio).</p>		<p>discussion activities around the concept of body image and privacy as children get older.</p> <p>Within the culture strand of this curriculum, Y4 children will look, in the latter half of the summer term at maps depicting a variety of settlements across the Roman Empire (not just in Britain). There will be an element of comparison between how Roman settlements differ from those today and in other time periods children have learned about (Stone Age/Ancient Egypt in Y3, the Anglo-Saxon/Viking era in Y4 and the Victorian period (Y2 BWT history curriculum).</p>	<p>DT – Properties of materials. What is the best material to tie toy Odysseus to the toy sheep?</p> <p>Maths/ICT - What is the average length of a sheep? What is the average height of a man? Would it have been possible for Odysseus to hide under a sheep?</p> <p>English/Oracy - verbal retelling of the story using visual prompts and discussions around other stories we have learned previously that include monsters.</p> <p>English/Oracy - Debates about the most dangerous monster in Greek mythology from those we have learned about so far.</p> <p>Science – The anatomy of the human eye.</p> <p><b>Summer term 1 &amp; 2 -</b> The culture strand of this term's learning will build on previous knowledge around the workings of the Roman army, but will take a more in-depth look at the different roles within the military and the weaponry that would have been used at the time. Children will discuss and debate the pros and cons of different types of weaponry and will talk about how this has changed and developed over different conflicts and eras.</p> <p>.</p> <p><b>BWT curriculum links:</b> History (cause &amp; consequence) - What are the causes and consequences of war (this links to WW2, which children will be studying in September as they move to Y6). History – artefact handling (in conjunction with local museums). Can children identify what certain reconstructed weapons and other artefacts may have been used for and verbally justify their opinions.</p>	<p>things too? Do we need a healthy balance?</p> <p><b>Geography/Intercultural understanding –</b> What materials do different countries and cultures value most highly around the world and why? Encourage children not just to think about precious materials but building materials and other such commodities too.</p> <p><b>Spring term 1 &amp; 2 -</b> This term, children will learn about how the Romans dealt with religion and in particular death. And they will explore the customs surrounding this as well as comparing them to death and burial traditions within and across other cultures, religions and societies that they have learned about during Key Stages 1 &amp; 2.</p> <p>The focus myth for this term is Pyramus and Thisbe.</p> <p>Comparisons will be drawn between this topic and other stories of star-crossed lovers (including Shakespeare's Romeo and Juliet and Orpheus and Eurydice).</p>
--	---	--	--	---	--



				<p>This term's focus myth is Procrustes and his terrible bed. Learning around this myth will be extended in at least one of the ways listed below:</p> <p><b>Maths</b> – calculating the average height of all the children in the class. Which ones would have fallen into the clutches of Procrustes?</p> <p><b>Latin &amp; Classics</b> – Which of the villains we have met during the Latin &amp; Classics curriculum so far is the best/worst/most deadly and why? Children by now will have been exposed to formal debating in other areas of the curriculum and will use this format to argue for and against a small (and pre-discussed) selection of motions.</p> <p><b>DT (structures &amp; joins)</b> - Using a selection of materials such as card and paper to create a bed strong enough to support the weight of one of Procrustes' "victims" (a Barbie sized doll).</p> <p><b>History (significance)</b> - Children will discuss and debate different historical characters they have already learned about across the BWT primary curriculum (including historical figures and mythological characters and use them to discuss a variety of statements and questions such as:</p> <p>"All significant individuals are good." Do you agree or disagree? Why?</p>	<p>Other comparisons that may be drawn include Disney's Aladin, and some shortened versions of the Just So Stories. Children will use these tales and mythological features to plan and verbally retell their own myth. Writing this myth is not a requirement, but may be done as an English based activity at the discretion of the class teacher.</p> <p><b>Summer term 1 &amp; 2 -</b> Children will learn about Roman beliefs and religion in more detail but now with a more specific focus on the gods and goddesses and the Christianisation of the Roman Empire.</p> <p>Children will investigate the legacy of Greek and Roman gods and goddesses on our society (perhaps linking them to zodiac signs, planet names and days of the week/months of the year.</p> <p>This term, children will be given a selection of Greek and Roman Myths to investigate and will read, discuss and retell them in groups or pairs. They will discuss what they think people can learn from the</p>
--	--	--	--	--	---

					stories and make comparisons with other literature, films and mythology they have become familiar with.
--	--	--	--	--	---