



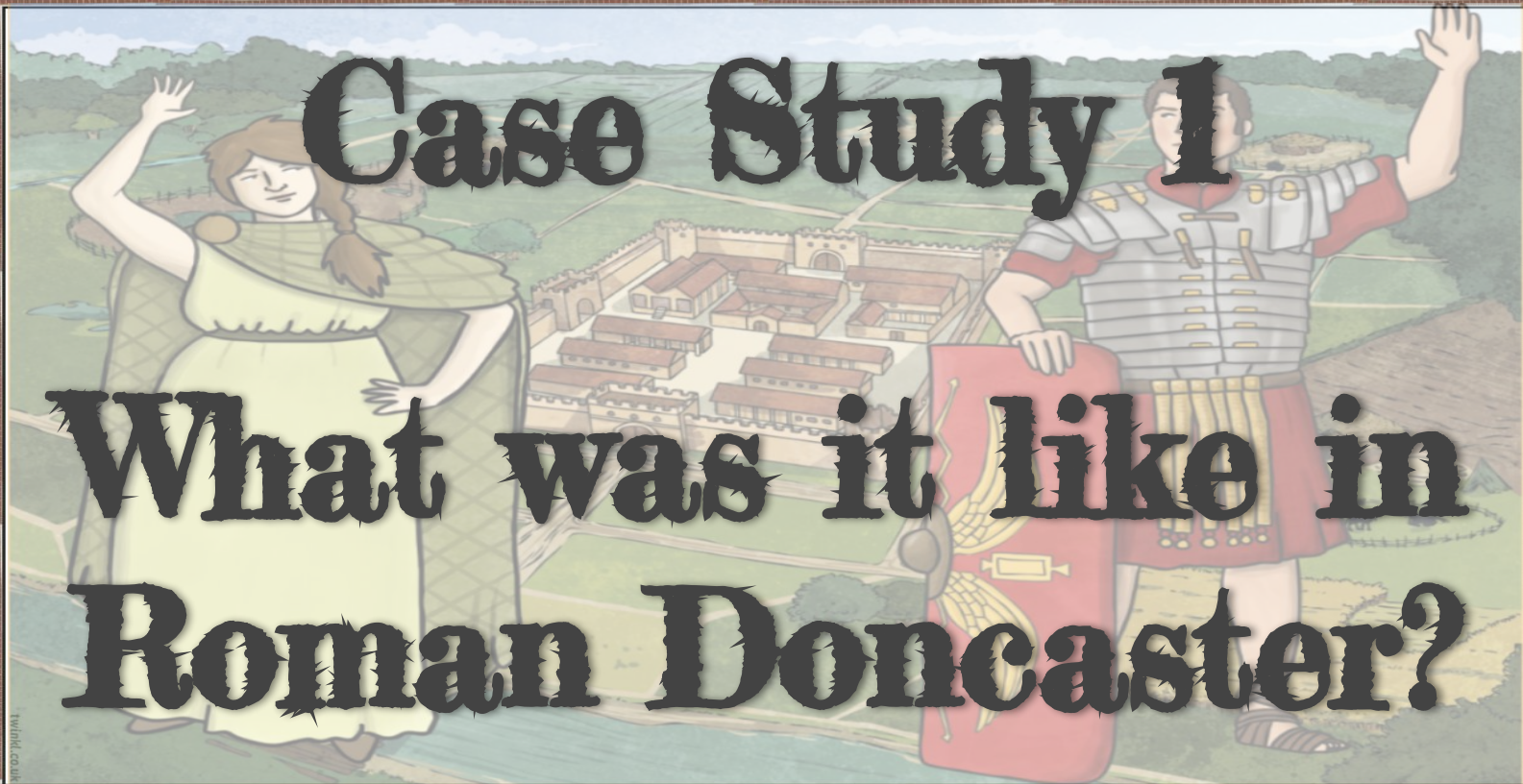
**Welcome to the**  
**LKS2**  
**Celebration of Learning**



**Coming to  
Doncaster: why  
then, why now?**

# Case Study 1

What was it like in  
Roman Doncaster?



# CASE STUDY 1 Learning Targets

- I can give a broad overview of life in Britain from ancient until medieval times.
- I can place events, artefacts and historical figures on a timeline using dates.
- I can understand the concept of change over time, representing this, along with evidence, on a timeline.
- I can use dates and terms to describe events.
- I can use appropriate historical vocabulary to communicate
- I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

# Song: Is that a Fact?



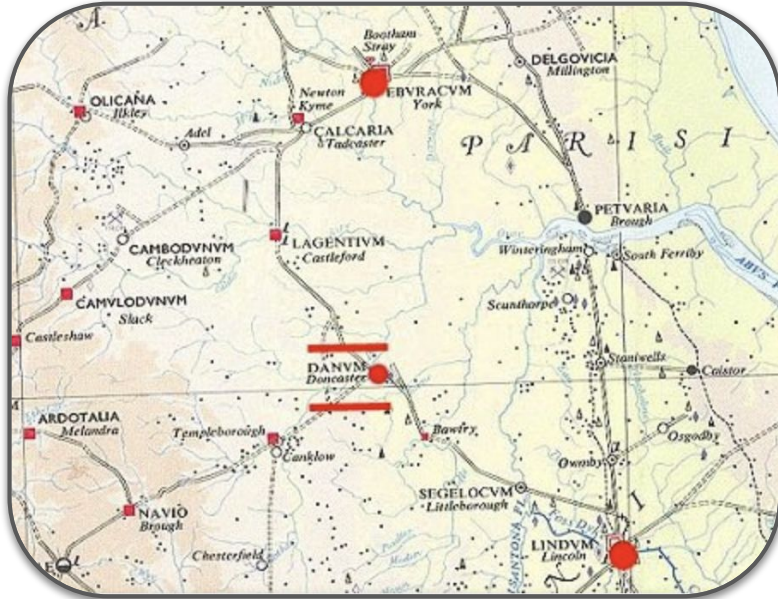


We are working as Historians



What was it like in Roman Doncaster?

# Fact Splats

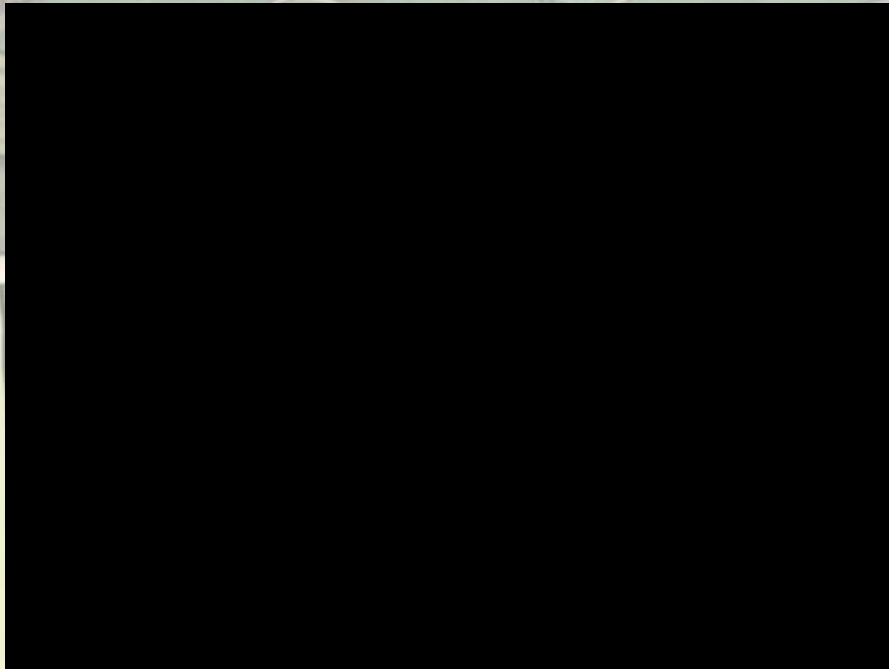




# LKS2 Autumn 2023



# Song: Boudieca



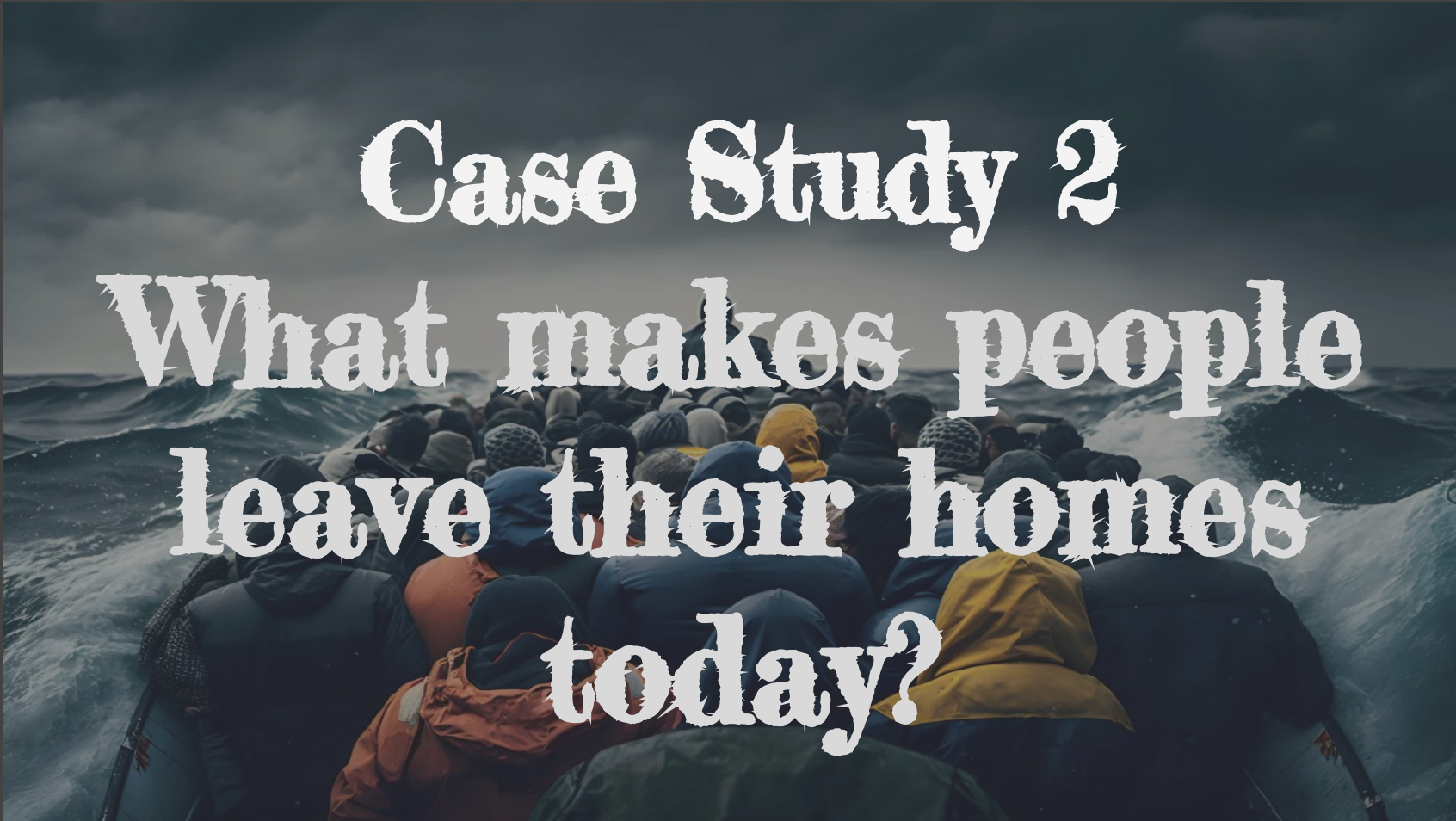
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# Case Study 2

What makes people  
leave their homes  
today?



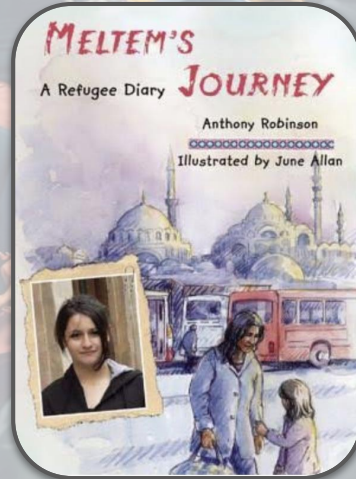
# Case Study 2 Learning Targets



- I can investigate human geography, including: settlements and land use.
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- I can ask and answer geographical questions about the physical and human characteristics of a location

# We are working as Geographers

**What makes people leave their homes today?**



We are working as Geographers

**What makes people leave their homes today?**



# Song: Gods and Goddesses

BBC

ROMAN GODS  
AND GODDESSES



00:00 / 02:02



1x



The background is a dark blue gradient. At the top left, a cartoon scientist with brown hair, wearing a white lab coat over a red shirt and blue pants, stands next to a large grey moon and looks through a white telescope on a tripod. At the top center, three yellow stars are scattered. At the top right, a red flashlight with a white lens is shown. Further right is a bright yellow sun with rays. On the left side, a hand holds a glowing lightbulb. On the right side, a campfire with green and yellow flames sits on logs. At the bottom right, two hands are shown holding a globe of the Earth. At the bottom left, a flashlight beam illuminates a yellow cone. At the bottom center, there is a small circular logo with a green plant.

# Case Study 3

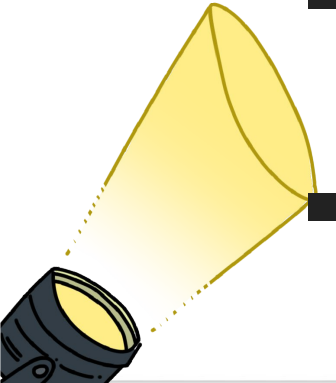
## How does light illuminate our world?





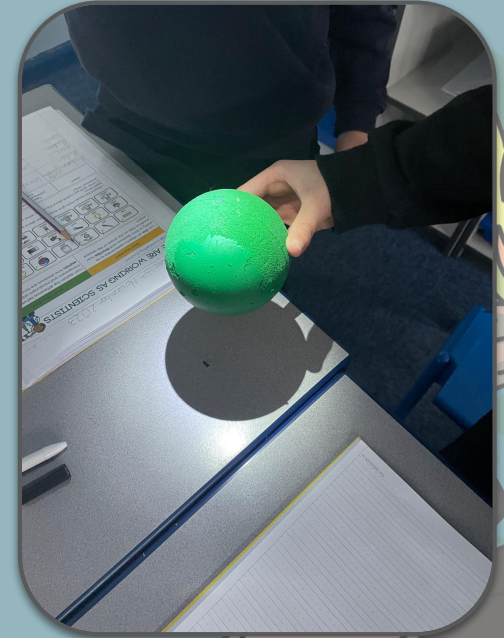
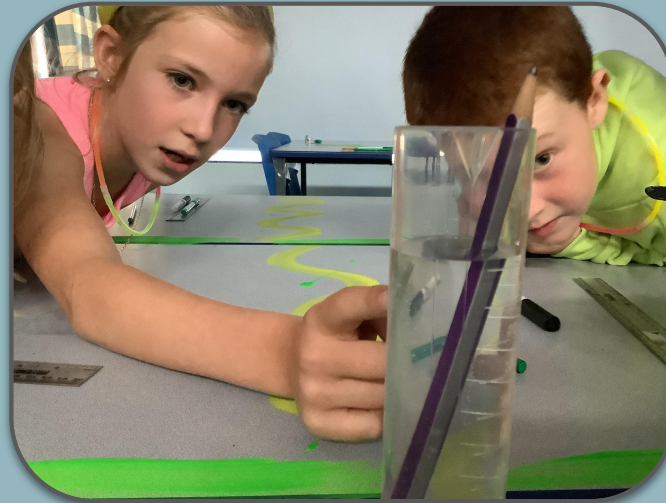
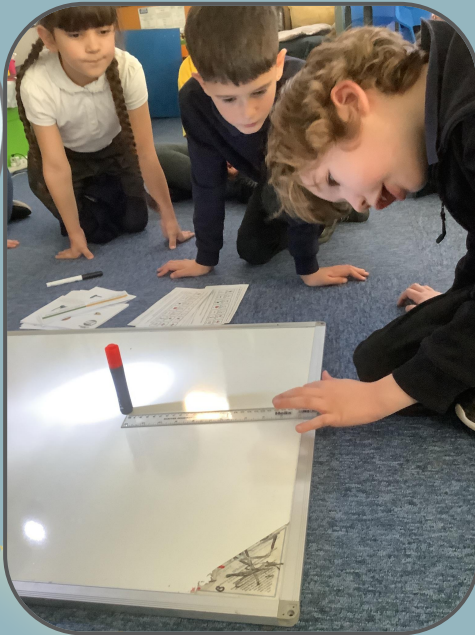
## Case Study 2 Learning Targets

- I can recognise that they need light in order to see things and that dark is the absence of light
- I can notice that light is reflected from surfaces
- I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- I can recognise that shadows are formed when the light from a light source is blocked by an opaque object
- I can find patterns in the way that the size of shadows change





# WE ARE WORKING AS SCIENTISTS



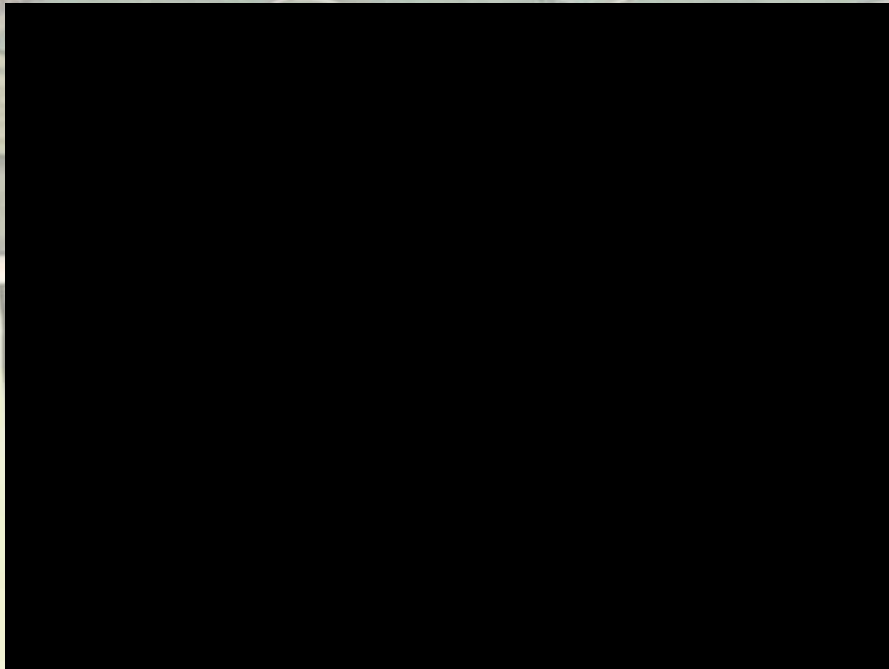




# LKS2 Autumn 2023



# Song: Boudieca



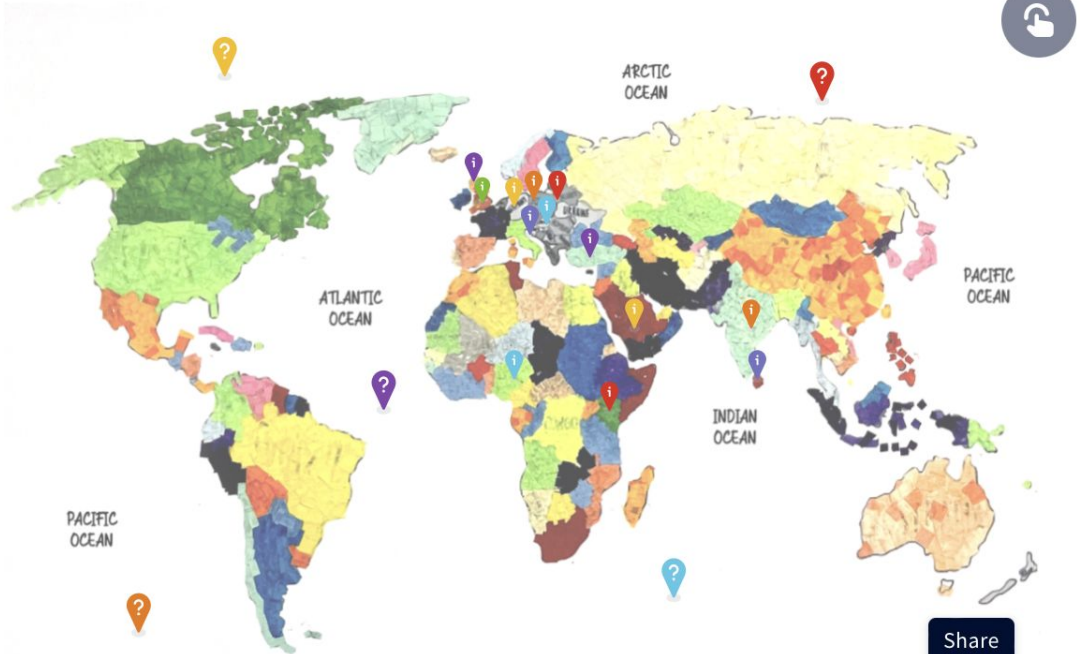
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# Our Final Product

An interactive map  
and new sign for the  
school entrance  
showing the wonderful  
diversity of our school.

## Coming to Doncaster: Why then and why now?



[Link to interactive map](#)

An illustration of a woman in a yellow dress and a man in Roman armor standing on a hill overlooking a Roman city. The woman is on the left, wearing a yellow dress with a green shawl and has her right arm raised. The man is on the right, wearing a silver Roman breastplate and a red tunic, with his right arm raised. The background shows a Roman city with buildings, a river, and a landscape with hills and trees.

**Thank You**  
**For supporting our**  
**Celebration of Learning**

