

<p><u>History - The Great Fire of London</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (The Great Fire of London) <p>Through this, the following skills and knowledge should be developed:</p> <ul style="list-style-type: none"> using common words and phrases relating to the passing of time know where The Great Fire of London fits within a chronological framework identify similarities and differences between life in this period and now use a wide vocabulary of everyday historical terms ask and answer questions, choosing and 	<p><u>Geography (minor focus)</u></p> <p>Pupils should be taught the name and location of the capital cities of the UK.</p>	<p><u>Science</u></p> <p><u>Humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Notes and Guidance (non-statutory):</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils work scientifically by:</p> <ul style="list-style-type: none"> using their observations to compare and contrast animals [humans] at first hand or through videos and photographs – length of hand spans and strides using their senses to compare different textures, sounds and smells. <p><u>Ongoing throughout the year:</u></p>
	<p><u>Art (minor focus)</u></p> <p>Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk.</p> <p>Control the types of marks made with the range of media</p> <p>Observe and draw shapes from observations</p> <p>(Look at artists impressions of the London skyline. Create own versions.)</p>	
	<p>Spring Term The Great Fire of London Robin Class (Discrete subjects taught in blocks over the term)</p>	

<p>using parts of stories and other sources to show that they know and understand key features</p> <ul style="list-style-type: none"> understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<p><u>DT</u> Make London houses from the time of the Great Fire (structures)</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u> Design a purposeful, functional, appealing house based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use textiles, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p><u>Seasonal Changes</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Notes and Guidance (non-statutory): <i>Pupils should observe and talk about changes in the weather and the seasons.</i></p> <p>Note: <i>Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</i></p> <p>Pupils to work scientifically by:</p> <ul style="list-style-type: none"> <i>making tables and charts about the weather and</i> <i>making displays of what happens in the world around them, including day length, as the seasons change.</i>
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