

<p><u>Links to Prior Learning</u></p> <p>Describe position Ordering and sequencing events Know information can be retrieved from books and computers Writes labels and captions Builds a repertoire of songs and dances Looks closely at similarities, differences, patterns and change Uses simple tools Handles tools, objects, construction and malleable materials Uses talk to organise and sequence thinking Extends vocabulary, exploring new words</p>	<p><u>Substantive Knowledge</u></p> <p>Events beyond living memory which are significant nationally Name locate and identify characteristics of the 4 countries of the UK, capital cities and the surrounding seas Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country Traditional songs and nursery rhymes Distinguish between an object and the material from which it is made</p>	<p><u>Cultural Capital</u></p> <p>Book: Paddington, Paddington’s Guide to London, Katie in London Art: Lowry – Industrial Landscape 1955 George Bellows – New York 1911 Camille Pissarro – Boulevard Montmatre at night Music: New York! New York! (Sinatra) Empire State of Mind (Alicia Keys) Baris (gong Kebyar) Impact of past events on modern life What do cities look like around the world? What job would I like to do? Would it be in a city? Parliamentary democracy. How do cities harm/help the environment?</p>
<p><u>Key Questions</u></p> <p>How did the great fire of London start spread and stop? Who was Samuel Pepys? What was life like in London in 1666 What are the famous landmarks of London? How is life in London/Steeple Claydon similar/different? How has London changed?</p>	<p><u>Bright Lights, Big City</u></p> <p><u>Yrs 1/2</u></p>	<p><u>Key Vocabulary</u></p> <p>Historical City, village House, shop Landmark Human, physical, environment Capital city Bakery Flammable</p>
<p><u>Throughout</u></p>	<p><u>Discrete</u></p> <p>PSHE - Being independent – getting ready for the next year. Ethnic diversity and the similarities and differences between people around the world. SRE (including consent).</p> <p>RE – Y1 God What do Christians believe God is like? & Introduction to Judaism Do we need shared special places? Does it feel special to belong? Who do I believe I am? RE – Y2 Can stories change people? Multi faith unit & How should we spend the weekend? Multi faith unit.</p>	

<p><u>Maths Links</u> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces (when making vehicles)</p>	<p><u>English Links</u> Paddington bear narrative Non-chronological report - London</p>
<p><u>DT tools and techniques</u> Cutting - scissors Joining – glue and tape Structures – build simple structures</p>	<p><u>Art tools and techniques</u></p>
<p><u>History knowledge to be remembered</u> Great Fire of London – 2-6 September 1666. Started at baker’s in Pudding Lane, and spread due to the narrow, wooden streets. Recorded by Samuel Pepys in diary. London partly rebuilt by Christopher Wren.</p>	<p><u>Evaluation 2019/20</u> The first half of this topic was history focused, the second half was DT focused. In the second half of the term, there is more room for topic lessons – perhaps a science unit here – testing vehicles down a ramp? Swap this for the materials/purpose unit? Or make better link to Paddington Bear’s waterproof hat? The Paddington Bear English link was a HUGE success!! This could be further exploited with more geography links comparing London to Peru (although this was touched on)</p>