

# ***Year One Term 1***

**Theme – Discover**

**Driving Subject - History**

**(Celebrations, Significant Events, Changes in living memory - technology)**

***Discover theme key skills***

- Identify questions to answer and problems to solve.
- Plan and research.
- Analyse and evaluate.
- Show empathy.
- Show a commitment to justice.
- Explore issues, events and problems from different perspectives.
- Support conclusions using reasoned arguments and evidence.
- Communicate learning in relevant ways.

**Driving Question – *How do we remember the past?***

**Project Outcome – To retell and recreate the great fire of London in model form.**

***Connecting concepts***

Concepts to be explored across the project –

Consequences, poverty, change and fear

## Key Objectives/Subject specific skills.

### History National Curriculum Objectives

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 events beyond living memory that are significant nationally or globally

Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Hi1/1.4 significant historical events, people and places in their own locality.

### History Skills

#### **Chronological Understanding**

Sequence events in their lives.

Sequence 3 or 4 artefacts from distinctly different periods of time.

Match objects to people of different ages.

#### **Range and depth of historical knowledge**

Recognise the difference between past and present in their own and others' lives.

They know and recount episodes from stories about the past.

#### **Interpretations of History**

Use stories to encourage children to distinguish between fact and fiction.

Compare adults talking about the past – how reliable are their memories?

#### **Historical Enquiry**

Find answers to simple questions about the past from sources of information e.g. artefacts.

#### **Organisation and Communication**

Communicate their **knowledge** through:

Discussion....  
Drawing picture  
Drama/role play..  
Making models  
Writing..  
Using ICT

### Science

#### **Everyday Materials**

Sc1/3.1a distinguish between an object and the material from which it is made.

Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Sc1/3.1c describe the simple physical properties of a variety of everyday materials.

Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties.

#### **Seasonal Changes**

Sc1/4.1a observe changes across Autumn and Winter seasons

Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.

**Working Scientifically** Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.

### Computing

Recognise common uses of information technology beyond school

Use technology purposefully to create, organise, store, manipulate, and retrieve digital content

Use technology safely and respectfully, keeping personal information private

## English

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|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Key texts (could be linked to the project directly or the concepts covered).</b></p> |  <p><b>Vlad and the Great Fire of London</b><br/> <b>Toby and the Great Fire of London</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Reading Outcomes</b></p>                                                             | <p>En1/2.1a apply phonic knowledge and skills as the route to decode words</p> <p>En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known.</p>                                                                                                                                                                                                            |
| <p><b>Writing Outcomes linked to project/text</b></p>                                      | <p>En1/3.1a spell words containing each of the 40+ phonemes already taught common exception words, the days of the week</p> <p>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>En1/3.3a write sentences by saying out loud what they are going to write about, composing a sentence orally before writing it</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words, using a capital letter and a full stop correctly, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> |
| <p><b>Key Vocabulary</b></p>                                                               | <p>History, historian, past, present, modern, technology, change, conflict, monarchy, evidence, communication. Before, after, ancient, artefact, change, invention.</p> <p>Houses of parliament, church, protestant, catholic, gunpower, torture</p> <p>London, destroyed, diary, event, bakery, River Thames, fire hooks, fire breaks,, monument, treason.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Linked Objectives

### **Art & Design Technology**

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

### **Music**

To use their voices expressively and creatively by singing songs and speaking chants and rhymes

### **Geography**

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

### **Religious Education**

#### **Christianity:**

##### **God**

To know about the content of the creation story in the Bible.

To know that Christians think of God as the Creator.

To understand why Christians think it is important to care for everything that God has created and to thank God for what He has given us.

To reflect on the importance and the wonder of the natural world and what feelings it evokes.

##### **Jesus**

To know that Christmas is important to Christians because it celebrates the birth of Jesus.

To know that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions.

To know about the nature of friendship and who Jesus' friends were.

To appreciate that Jesus told stories to teach people about God and how they should live.

To know some of the stories about Jesus and that Jesus told to others.

To know that the Bible is the main source of information about Jesus, Jesus' friends and the stories Jesus told.