

### **Geography**

What are the countries that make up the UK?

What is similar and different between London and Greenhead?

What features do we have in our local environment and describe them?

How can we find out which features are liked and disliked in our local environment?

What features can you find in London and give directions to find one of the features?

What landmarks can you identify using picture maps?

What is the difference between human and physical features on an aerial photograph? Give examples of human features and physical features.

What are the differences and similarities between London and Lusaka?

### **History – The Great Fire of London**

How did the Great Fire of London start?

Why was it called the Great Fire of London?

Why is the Great Fire of London a historical event?

How was to blame for the Great Fire of London?

How are Samuel Pepys and John Evelyn significant to the Great Fire of London?

## **KS1**

### **Bright Lights, Big City**

#### **Music**

Which traditional and cotemporary rhymes, poems and songs have a London theme?

What are the repeated phrases in the rhymes and how do you know this?

How could you change the sounds within the rhymes?

#### **D&T**

Create a plan and make a 3D moving model. Which vehicle would be the best to get around London and why?

How can you make your vehicle stronger/ better?

Where does bread come from?

What would be the best materials to create London landmarks and why?

#### **Science**

Which material would be best to recreate Pudding Lane and why?

Which material would not be best to recreate Pudding Lane and why?

How would you sort these materials out?

What could theses materials be used for?

Why is this material good for...?

#### **Computing**

How can we get the Bee Bot to travel from Buckingham Palace to the London Eye?

How can we make a digital information page about one of the London Landmarks for Marley to visit?

## **Skills Progressions**

### **Geography**

#### **Year1:**

- Identify and describe features in the local area eg. Farm, house, church.
- Use photos and pictures to locate places in the local environment.
- Talk about the local environment.
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use simple aerial photos to identify landmarks and basic human and physical features.
- Label photos and pictures of the local environment e.g. church, river etc.
- Use left, right, forwards and backwards to describe the location of features and routes on a map.
- Talk about similarities and differences between places.
- Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.

#### **Year2:**

- Name and describe physical and human features in the local environment.
- Use photos and simple street plans to find places in the local environment.
- Talk about features of the local environment that are liked and disliked.
- Use simple compass directions (North, South, East and West) to describe the location of features on a map.
- Use world maps, atlases and globes to identify world countries, continents and oceans.
- Talk about and describe a contrasting locality in the UK.
- Talk about and describe key features of the local area.
- Name and locate the world's seven continents and five oceans.
- Talk about and describe features of landmarks within the locality.

### **History**

#### **Year1:**

- Talk about and describe artefacts from the past.
- Use simple everyday terms to describe the passing of time., e.g new and old, now and then.

## **Year 2:**

- Compare aspects of the present with the past and describe simple similarities and differences.
- Give reasons for and describe changes that have taken place within living memory (linked to national life).
- Talk about events, places and people beyond living memory (National or Global).

## **DT**

### **Year1:**

- Talk about and / or use construction materials, pictures and words to plan and design.
- Talk about what has been done / made in simple terms.
- Use simple tools and materials with support.
- Cut paper/card using scissors.
- Join with tape or glue.
- Roll paper and card to form a tube.
- Add paper and card shape to products.
- Apply simple finishes e.g. paint, PVA glue glaze.
- Follow procedures for safety and hygiene.
- Talk about what has been made and the steps taken to achieve the outcome.
- Use simple construction materials to make a vehicle.
- Use the senses to explore battery powered toys, e.g. cars, trains etc.
- Talk about the changes that take place when food is shaped and mixed.
- Use basic tools to cut, shape and mix, e.g. cutters and whisks.
- Explore and investigate a range of simple, large scale construction materials e.g. cardboard boxes.
- Explore building, bridges and towers using large scale and small-scale construction materials, e.g. Duplo, cardboard boxes.
- Make simple 2D structures using straws.

### **Year 2:**

- Use construction kits, pictures, templates, mock ups and captions to plan and design.
- Talk about and describe the tools and materials needed in order to complete the key tasks with a plan.
- Select and use simple tools to cut and join a range of materials.
- Use a straight edge to mark lines for cutting.
- Join edge to edge using glue.
- Curl paper.
- Use a hole punch and stapler.

- Select from a range a finish to improve the appearance of a product.
- Follow procedures for safety and hygiene.
- Begin to evaluate the success of the product in terms of function and aesthetic criteria.
- Attach wheels to a chassis using an axle, eg cotton reels and dowel.
- Use remote controlled devices e.g. a remote-controlled vehicle, Bee Bot.
- Talk about what happens when food is heated and cooled.
- Measure and weigh accurately using cups and spoons.
- Work safely and hygienically.
- Construct range of simple structures using simple construction kits.
- Make a structure more stable by widening the base.
- Make a simple card hinge.

## **Science**

### **Year 1: Working Scientifically**

- Ask questions based on exploration of the world around them.
- Respond to prompts by making some suggestions about how to make an observation.
- Use senses and simple equipment to make observations.
- Talk about what happens and record using words and pictures.
- Begin to use simple features to compare objects, materials and living things.
- Identify what has changed when observing events.

### **Year 1: Everyday Materials**

- Distinguish between an object and the material from which it is made.
- Identify and name some everyday materials.
- Use senses to explore a wide range of materials.

### **Year 2: Working Scientifically**

- Ask simple questions and recognise that they can be answered in different ways.
- Use simple secondary sources to find answers.
- Carry out instructions for a simple investigation.
- Talk about and record what is seen observed.
- Begin to identify and classify data and information.
- Record and communicate findings in a range of ways using simple scientific language.
- Talk about what has been found out and how it was discovered.
- Talk in simple scientific terms about what might happen and why? (prediction)

## **Year 2: Everyday materials**

- Identify and name a variety of everyday materials, including plastics, wood, glass, metal, water and rock.
- Describe the physical properties of a range of everyday materials.
- Identify and compare the sustainability of a range of everyday materials based on simple physical properties, e.g. smooth, soft, hard etc.
- Talk about what common materials are used for, e.g. glass for windows.

## **Computing**

### **Year 1:**

- Create simple programs with an App.
- Use Apps to support learning.
- Explain where to go for help when something on the Internet worries.

### **Year 2:**

- Use a variety of software to accomplish set goals.
- Use technology to create and store digital content.
- Use technology respectfully.
- Talk about uses of digital technology outside of school.
- Type and edit text for a purpose with good accuracy.

## **Music**

### **Year 1:**

- Join in with familiar rhymes, songs and chants.
- Recognise and explore how sounds can be made and changed.
- Repeat and copy short rhythmic and melodic patterns.
- Create and choose sounds in response to simple starting points.
- Use everyday language to describe the sounds.

### **Year 2:**

- Sing simple songs from memory with accuracy of pitch.
- Organise a limited range of sounds in different ways.
- Identify ways of improving own work.
- Develop an awareness of songs with repeated phrases and rounds.