

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History	<p>2. Events beyond living memory that are significant nationally or globally.</p> <p>3. The lives of significant individuals from the past who have contributed to national and international achievements.</p>	<p>Main Events</p> <ul style="list-style-type: none"> • To know when and why the Gunpowder Plot took place. • To know the significant individuals involved in this. • To know how it is related to our celebrations of Bonfire Night. <p>• To know when and why the Great Fire of London occurred.</p> <p>• To know that Samuel Pepys kept a diary of events which has informed people about what happened.</p> <p>Kingdom and Rulers</p> <ul style="list-style-type: none"> • To know that King James I was King during the Gunpowder Plot. • To know that the plot was about killing the king. <p>• To know that King Charles II was King during 1666.</p> <p>Conflict and Disaster</p> <ul style="list-style-type: none"> • To know that some people didn't hold the same opinions as the government/monarchy. <ul style="list-style-type: none"> • To know how the fire spread so quickly through London. • To know how they managed to put out the fire. • To understand the differences between how a fire was tackled then and now. 	<p>Gunpowder plot plotters conspiracy monarchy government parliament Guy Fawkes Robert Catesby King James I gunpowder barrels River Thames explosion fireworks guy</p> <p>Great Fire London fire brigade thatched roof squirters fire hook straw King Charles II Samuel Pepys diary Lord Mayor of London safety fire break St Paul's Cathedral Christopher Wren</p>	<p>Chronological understanding:</p> <ul style="list-style-type: none"> • Match and sequence 3 or 4 artefacts from distinctly different periods of time. <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> • They know and recount episodes from events in the past. • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times. <p>Interpretations of history:</p> <ul style="list-style-type: none"> • Compare photos & accounts of the past and how reliable they are. Distinguish between fact and fiction. • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. <p>Historical enquiry:</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • Add 1606 and 1666 to this timeline as taught. <p>Gunpowder Plot</p> <ul style="list-style-type: none"> • Children learn about the events of Gunpowder Plot and why it took place. • Explore the actions of significant individuals in the Gunpowder Plot and how this had an impact on British history and customs – Bonfire night. • Hot seat Guy Fawkes and create questions to further understanding of his experience and motives. • Freeze frame events from the Gunpowder plot and think about what the people were thinking at the time. • Compare accounts of the Gunpowder Plot and explore viewpoint of the writer – the King v the plotters. <p>The Great Fire of London</p> <ul style="list-style-type: none"> • Children learn about the events leading up to and during the Great Fire of London and demonstrate their understanding by sequencing and recounting events in their own words. • Children ask questions about and learn about the conditions that led to the Great Fire of London using pictures as a stimulus – could use 8Q Thinking Skills sheet at the start of the topic. • Create interviews and film asking eye-witnesses about what happened. • Children use pictures of artefacts such as houses, fire hooks buckets to understand differences between past and present ways to put out and prevent fire. Could role play passing the buckets. • Compare paintings, newspaper accounts, letters as different sources of information about the fire and learn to recognise the difference between someone's opinion and facts. • Learn about Samuel Pepys and the contribution he made to recording historical events. • Use Samuel Pepys' diary as an eye-witness account of the Great Fire. Write a diary entry as Samuel Pepys.
Geography	<p>1b. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Location</p> <ul style="list-style-type: none"> • To know that the United Kingdom is made up of England, Scotland, Northern Ireland and Wales. 	<p>river Eaglescliffe England Northern Ireland Scotland</p>	<p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like? 	<ul style="list-style-type: none"> • Children create their own geographical questions about the UK. Where is it? What is it like there? How many people live there? • Look at atlases, the globe and Google maps to study the UK and its surrounding seas.

	4a. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	<ul style="list-style-type: none"> To know that the capitals of these countries are: London, Edinburgh, Cardiff and Belfast. <p>Human Features</p> <ul style="list-style-type: none"> To know the differences between a village, town and city. To identify London landmarks <p>Physical Features</p> <ul style="list-style-type: none"> To know that the River Thames is in London. <p>Mapping</p> <ul style="list-style-type: none"> To know where Eaglescliffe and London are on a map. 	Wales Edinburgh Cardiff Belfast London city town village capital United Kingdom Thames landmarks communities map atlas globe	<ul style="list-style-type: none"> Use NF books, stories, maps, pictures/photos and internet as sources of information. Make appropriate observations about why things happen. <p>Using maps:</p> <ul style="list-style-type: none"> Use an atlas to locate places. <p>Scale/ Distance:</p> <ul style="list-style-type: none"> Begin to spatially match places. <p>Map Knowledge:</p> <ul style="list-style-type: none"> Learn names of some places within/around the UK. Locate and name on UK map major features <p>Style of Map</p> <ul style="list-style-type: none"> Picture maps, globes and atlas. 	<ul style="list-style-type: none"> Locate the United Kingdom using maps of the world. Identify the four countries of the United Kingdom using atlases and represent these countries on their own maps. Locate and label the capital cities of these countries and the seas surrounding the UK. Learn the flags of the different countries and their flower emblem. Understand that these flags combine to create the Union Jack. To locate Eaglescliffe in the UK and understand how far away from London we are. Locate and label the River Thames (relating to the GFL) and other major rivers Look at London landmarks, old and new, in particular those which are memorials to the Great Fire. Begin to understand the differences between cities, towns and villages and why larger communities have developed where they have.
Art	<p>2 – To use drawing/painting to develop and share ideas, experiences and imagination.</p> <p>3 – To develop a range of techniques using colour and texture.</p>	<ul style="list-style-type: none"> To know you can use different media to create different effects. To know if you overlay paper, it will change how it looks. To know what a silhouette is. 	media collage effect colour silhouette foil crêpe paper tissue paper texture shade overlap sketch	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> Work from observations and known objects <p>Texture (textiles and collage)</p> <ul style="list-style-type: none"> Arrange and glue materials to different backgrounds - fold, crumple, tear and overlap papers Develop skills of overlapping and overlaying to create effects Create textured collages from a variety of media Use various collage materials to make a specific picture 	<ul style="list-style-type: none"> Create firework media following observations of patterns and colours – use range of media on black card – chalk pastels, neon paints, straws etc. Observe paintings showing the GFL. Look at the colours shown in the fire and the shape of the buildings. Use a range of papers (foil/crêpe/tissue) to create a night time picture of the GFL. Cut, tear, overlap, layer and glue papers to create different shades and textures. Add silhouettes of the buildings using card and lay over the flames. Sketch London landmarks in sketch books, noticing shape and form. Create collage pictures of famous London landmarks using various collage materials – sticks, card, straws, papers etc. Evaluate collage techniques used and talk about which materials were most effective.
Writing tasks	Refer to Writing Progression Sheets for relevant year group objectives.	See writing progression sheets.	See writing progression sheets.	See writing progression sheets.	<ul style="list-style-type: none"> Shape poems about fireworks Firework safety posters – captions Sequencing and recount of GP Storyboard and recount of events of GFL Eyewitness account of GFL or captions of what people might have said Diary of S Pepys Hot seating 8Q etc Guy Fawkes