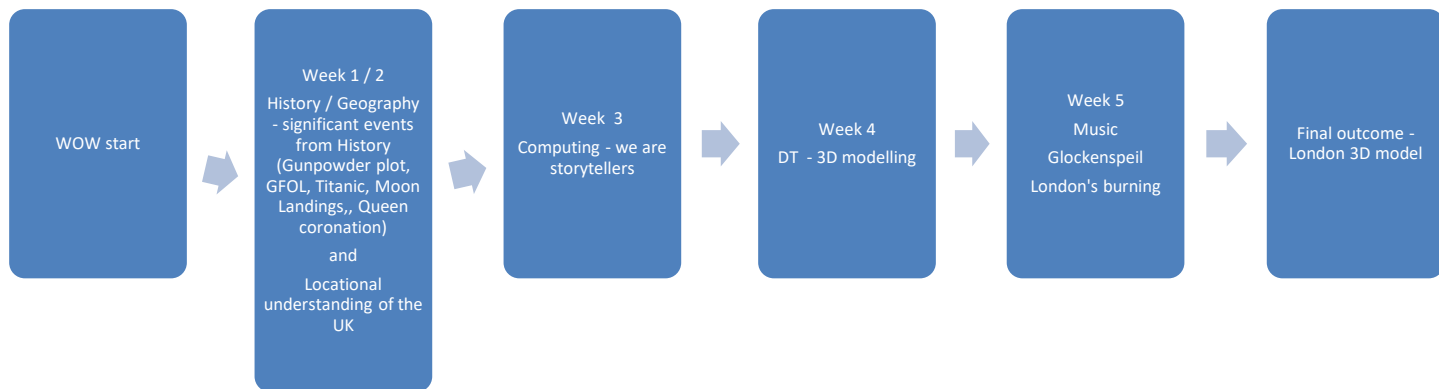


Year 1 and 2 History / Geography based unit - Great and Ghastly events!



Overview of unit: The children learn about significant events in history including the Great Fire of London through exploration of different sources. Within this, they use geographical language to recognise where these events took place. They use their computing skills to create an e-book which tells the story of which tells the story of one of the great and ghastly events of the past. They create accurate 3D models of different landmarks, using a range of techniques to create quality finish.

<u>History skills</u>	
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • know where events fit within a chronological framework • Use different sources of evidence (pictures and stories) to find out about the past. • Identify some of the different ways the past has been represented. (art, diaries, film etc). • Ask questions such as: What was it like for people? What happened? How long ago? • identify similarities and differences between ways of life in different periods • events beyond living memory that are significant nationally or globally (what does this mean for us now?) • Learn about the lives of significant people in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 	
<p>Knowledge:</p> <ul style="list-style-type: none"> • Who Elizabeth I & Queen Victoria (monarchy) is • Why Christopher Columbus & Neil Armstrong are significant men • Samuel Pepys • Events of the Great Fire of London 	<p><u>Vocab</u> Monarchy Source/Evidence Timeline</p> <p>Previous knowledge: Lives of significant inventors (Cracking ideas) Changes in living memory (Me and my family) Significant events in the past - Grace Darling (At the Seaside)</p>

<u>Computing skills - We are Story Tellers</u>	<u>DT skills</u>
<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully 	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p>

<p>Basic skills to be covered alongside:</p> <ul style="list-style-type: none"> • Is aware of safety when using ICT resources and talks about this – year 1 • Can open and close down software using the start menu and shortcuts on the desktop – year 1 <p>Vocab Ebook, software, retrieve</p> <p>Previous knowledge: illustrating an e-book about family, Researching a topic (Caribbean island)</p>	<p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Vocab Designer Technique (joining, shaping) Modelling</p> <p>Previous knowledge: Bird feeders - levers and axels</p>
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Geography	
<p>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (focusing on locating London)</p> <p>Vocab Capital cities, United Kingdom, Location, Compass points</p> <p>Previous knowledge: contrasting UK locality (Caribbean Island and Seaside) Countries and Capital cities</p>	

Music	
<p>GLOCKENSPIEL</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Vocab Glockenspeil, Untuned, Notation, Beater</p> <p>Previous knowledge: Glockenspiel stage 1</p>	