

## **Year 1/2**Discovering London

| Subject Focus      | Geography   | History   |
|--------------------|---|---|
|                    | Find out about London   | Great fire of London                                      |
|                    | <ul> <li>Tube timetables/ map</li> </ul>  | Plague  |
|                    | Advertising   | Samuel Pepys  |
|                    | <ul> <li>River Thames</li> </ul>  | Fire safety   |
| Overview           | <ul> <li>Landmarks</li> </ul>   |   |
|                    | <ul> <li>Royal family</li> </ul>  |   |
|                    | <ul> <li>Royal style portraits (current or</li> </ul>   |   |
|                    | have a king and queen day   |   |
|                    | where they sketch each other)   |   |
| Book               | Great Fire of London  Toby and the Great Fire of London   |   |
| Suggestions        | Paddington  |   |
|                    | Uses of everyday materials  |   |
|                    | Pupils should be taught to:   |   |
|                    | identify and compare the suitability of a variety of everyday materials, including  |   |
| Science            | ,   |   |
|                    | find out how the shapes of solid objects made from some materials can be changed  |   |
|                    | by squashing, bending, twisting and stretching.   |   |
|                    | Pupils should be taught about:  |   |
|                    |   |   |
|                    | events beyond living memory that are significant nationally or globally [for example,  the Creat Fire of Leader].   |   |
|                    | the Great Fire of London]   |   |
|                    | <ul> <li>significant historical events, people and places in their own locality.</li> </ul>   |   |
| History            | <ul> <li>the lives of significant individuals in the past who have contributed to national and</li> </ul>   |   |
|                    | international achievements. Some should be used to compare aspects of life in   |   |
|                    | different periods [for example, Elizabeth I and Queen Victoria, Christopher   |   |
|                    | Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or |   |
|                    | Florence Nightingale and Edith Cavell]  |   |
|                    | rioronoo riigimingalo aha zamir oo  |   |
|                    | Geographical skills and fieldwork   |   |
|                    | <ul> <li>use aerial photographs and plan p</li> </ul>   | erspectives to recognise landmarks and basic              |
|                    | human and physical features; devise a simple map; and use and construct basic   |   |
| Geography          | symbols in a key  |   |
|                    | use simple compass directions (North, South, East and West) and locational and  |   |
|                    | directional language [for example, near and far; left and right], to describe the   |   |
|                    | location of features and routes on a map  |   |
|                    |   |   |
| Art                | Desires Make Fredricts was drought building by  |   |
| DT                 | Design, Make, Evaluate: woodwork: building house  |   |
| Residential/ Trips | London – Visiting Landmarks   |   |
| PE                 | Outdoor and Adventurous   | Invasion Games  |
| Music              | Charanga  | 10 0 · F:   |
| Computing          | You've Got Mail Understanding Christianity: Who made  | Super Sci-Fi Understanding Christianity: What is the good |
| RE                 | the world?  | news Jesus brings?  |
| IXE                | (Christianity)  | (Christianity)  |
|                    | Rights, Rules and Responsibilities  | My Emotions MMR ME12                                      |
| PSHCE              | Cit5 RR12   | Anti-Bullying MMR7 AB12                                   |
|                    |   |   |
| Careers and        | What would I like to be when I am older?  |   |
| Employability      | (aspirations)   |   |