## Geography

#### What I should already know

That we live in the United Kingdom specifically England.

Have some knowledge about London as the capital

city of England.

Key Vocabulary
Countries
United Kingdom
Capital City
Landscapes

Adantic
Ocean

Northern
Ireland
Londondery:
Belfast
Dublin Irish
Dublin See

#### The Journey

We are going to learn about the different countries that make up the united kingdom.

We will look at the capital cities of Wales, England, Scotland and Northern Island. Looking at the different languages spoken as well as looking at the different landscapes and learning facts about each.

#### What I will know by the end of the unit

The countries that make the United Kingdom and their capital cities.

Where they are on a map.

I will have looked at famous landmarks.

Compared differences/similarities in ways of life in. Have a London focus to link with our topic of the Great Fire of London.

## History

#### What I should already know

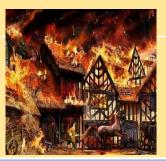
Have an understanding of chronological order.

Have an awareness of how life was different in the past compared to the present day.

Have heard of the Tudor times from our last topic and Elizabeth I.

May have heard about the Great Fire of London before.

Key Vocabulary
Tudor
Samuel Peyps
Great Fire of London
Monarchy



#### The Journey

We are going to immerse ourselves into 1666.

We are going to find out more about the Tudor times and the great historical event that is the Great Fire of London. We will look at the events that unfolded on that fateful night and how things might have been different if they happened today. We will look at the houses, people and their way of life during these times.

What I will know by the end of the unit
The main events of The Great Fire of London In

chronological order.

What life was like during the Tudor times.

# Knowledge Organiser – Spring 2 The Great Fire of London Class 1

#### Science

#### What I should already know

That materials have different uses.

Begin to describe the properties of materials from handling them.

#### The Journey

We will deep dive into materials comparing their properties and carrying out investigations to understand them further.

#### **Key Vocabulary**

Suitability

Investigate Experiment

Different properties such as

Waterproof

Absorbent

Translucent

Enquiry

# Properties of Materials opaque stretchy transparent rough smooth fluffy absorbent waterproof warm

What I will know by the end of the unit I will be able to identify and describe the

different properties of materials.

I will have carried out investigations to test e suitability of a material for a specific use.

# Computing

#### What I should already know

Previously had a go at using the bee bots for simple coding linked to traditional tales.

The purpose of technology.

The different types of technology.

#### Key Vocabulary Algorithm Coding Programme Roamer



#### The Journey

We are continuing our learning from Spring 1 in understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Use logical reasoning to predict the behaviour of simple programs

#### What I will know by the end of the unit

Create and debug simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Have experience using the programme roamer.

#### **PSHE**

What I should already know

Who the most important people in my life are and what a family

What it means to be a friend Have some knowledge of conflict resolution.

Key Vocabulary VIP Cooperation Friendship Characteristics

Conflict resolution

The Journey

Identify the characteristics of the people who are special to us. We will have a look at what it means to be a good friend. We will learn about the different ways we can show we care.

What I will know by the end of the unit

The different ways you can show someone you care. How to be a good friend and demonstrate positive

RE

What I should already know

That people have different religions and beliefs.

That Easter is a special event for many people and is celebrated in different ways.



Key Vocabulary Sikhism Gurdwara Belief Christianity

Easter

The Journey

We will learn about Sikhism, it's main values and place of worship.

We will look at the easter story and why it is so important to Christians. We will also explore how Christians celebrate Easter

What I will know by the end of the unit

Who are Sikhs and what do they believe.

Why the sacred time of Easter is celebrated. And who celebrates

Art

What I should already know What a portrait is.

Have had a go at drawing a self portrait and a portrait of

someone Familiar. Used pencils.

**Key Vocabulary Portrait** Gradient Shading Leonardo da Vinci Hans Holbein

The Journey

We are going to develop our sketching skills and practise shading using different gradients of pencils. We will take inspiration from famous portrait artists from the Tudor times.

What I will know by the end of the unit

You can create shading using different gradients of pencils. How to draw recognisable features of a face.

Have some knowledge of famous artists from the Tudor times such as Leonardo da Vinci.

# Knowledge Organiser - Spring 2 2022, Great Fire of London Class 1

### Music

What I should already know Have experience of playing percussion instruments. Play in time to the beat. Express an emotion when listening to a piece of music.

Key Vocabulary Pitch Mood Environmental sounds



#### The Journey

cooperation skills.

Learn the song London's burning. Discover and order the pitch of tuned and untuned instruments. We will listen to music and imagine a story that it is telling.

What I will know by the end of the unit

People use music to help remember major events. I can order instruments according to their pitch. Look at how music reflects different moods tells us a story. Have listened to music from the Tudor's.

# **Design Technology**

What I should already know Have designed, made and evaluated a product. Chosen from a variety of materials. Developed cutting skills.

**Key Vocabulary Building practises** Wattle and daub Gable roof Leaded glass Timber frame Jetty

#### The Journey

Learn about the difference in the buildings of the Tudor times compared to know.

Design and construct our own Tudor house selecting from a range of materials and tools.

What I will know by the end of the unit

Understand the different building materials used in the Tudor times.

Know the names of the different parts of a Tudor house. Successfully created a design to reflect a traditional Tudor house.

# MFL

#### **Key Phrases**

Continuing with the days of the week and naming parts of the body.

#### PE

#### Key skills

Outdoor learning making the most of the environment around us.

Invasion games.