

# 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

## 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 Ireland. 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.



## Key Vocabulary

Suitability  
Investigate  
Experiment  
Different properties such as  
Waterproof  
Absorbent  
Translucent  
Enquiry

## The Journey

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

## 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 the 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 is.  
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 cooperation skills.

## 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 it.

## 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

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 now.  
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.