

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

**Key knowledge and skills**

**History**

*Big ideas: chronology, innovation & impact*

**Key Question:** **Could the Great Fire of London have been prevented?** *(events beyond living memory that are significant nationally or globally)*

- Know when and how the Great Fire of London started and ended. **(chronology)**
- Recall the events of the Great Fire of London. **(chronology)**
- Know what sources of evidence we can use to find out about the fire, including their validity.
- Understand what life was like in 1666 and during the Great Fire of London. **(impact)**
- Explain the consequences of the Great Fire of London and the changes which followed (damage to buildings, farmland, re-building the city, St. Paul's Cathedral, insurance, fire brigade). **(impact, innovation)**

**Chronology**

- Sequence events on a timeline. **(chronology)**
- Name dates or famous people relating to the key time period / significant event studied (within 100 years). **(chronology)**
- Know that the further back in time you look, the more significantly some things have changed e.g. way of life (beyond living memory). **(chronology, impact, innovation)**
- Know that there are still some similarities between life in the past and present (beyond living memory). **(chronology, impact, innovation)**

**Key knowledge and skills**

**Science**

*Big ideas: Observation, explanation, experimentation*

**Enquiry:** **Which material would be the best for an umbrella?**

- Name common materials. **(observation)**
- Know the uses of materials **(observation, explanation)**
- Consider creative uses of materials
- Know why materials are suitable for specific purposes **(observation, explanation)**
- Know how squashing, bending, twisting and stretching materials changes the shape of an object **(observation, explanation, experimentation)**

**Geography**

*Big ideas: Location, diversity, impact*

**Locational knowledge:**

- Locate London on a map of the UK **(location)**
- Locate the River Thames in relation to Pudding Lane and how the river was used during 1666. (History) **(location, impact)**

**Art**

*Big ideas: inspiration, experimentation & expression*

- Demonstrate control when drawing considering the types of line used and it's thickness. **(experimentation, expression)**
- Use thick felt tip pens/chalks/charcoal/wax crayon/pastel to create more

- Know that in living memory and beyond this there has been significant scientific and technological development and events. **(chronology, impact, innovation)**
- Know taught time periods within and beyond living memory (more than 100 years ago). **(chronology)**
- Know that timelines are a way of representing a series of events in order, including those linked to individuals. **(chronology)**

#### Range and depth of historical knowledge

- Find out about people and events in other times. **(chronology, impact, innovation)**
- Use collections of artefacts to confidently describe similarities and differences.
- Develop empathy and understanding (through drama e.g. hot seating, speaking and listening).

#### Interpretations of history

- Compare pictures or photographs of people or events in the past.
- Identify different ways to represent the past. **(chronology)**
- Suggest why an individual acted as they did, and say why they think that.
- Understand basic cause and effect. **(impact, innovation)**

#### Historical enquiry

- Use a source – why, what, who, how, where to ask questions and find answers.
- Use time lines to order given events. **(chronology)**
- Discuss the effectiveness of sources of information.
- Recognise how some sources are more than reliable than others.

accurate marks in smaller and larger scale drawings. **(experimentation, expression)**

- Know that stippling is the creation of a pattern simulating varying degrees of solidity or shading by using small dots. **(experimentation, expression)**
- Add detail to line drawings using stippling, shading, hatching and cross – hatching **(experimentation, expression)**
- Create simple sketches considering line, form, shape and colour **(experimentation, expression)**
- Choose whether to use medium or small brushes when crosshatching, hatching, dry brushing, brush ruling a straight line, scumbling a layer of broken, speckled, or scratchy colour or stippling **(experimentation, expression)**
- Change secondary colours by mixing different proportions of primary colours. **(experimentation, expression)**
- Understand how to create warm and cold colours by mixing or blending media ( i.e paint/oil pastels/chalks) **(experimentation, expression)**
- Create colour washes by colour mixing to form backgrounds. **(experimentation, expression)**

#### Computing (see separate planning)

*Big ideas: coding, design & online safety*

#### Questioning

- Understand how data can be used to help answer a question.
- Ask an appropriate question, gather data using a tally chart and present it using digital tools. **(design)**
- Begin to explore how yes or no questions can be used to sort data. **(design)**
- Understand how branching databases work and practise navigating them to find answers.

#### Oracy

Participate in discussions, presentations, performances, role play, improvisations and debates

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Communication week

Performance

**Key vocabulary:**

England, London, Pudding Lane, Bakery, River Thames, St. Pauls Cathedral, 2nd September 1666, London Bridge, Fire, burning, escape, climbed, smoke, Stuart (time period), chronology, impact, innovation, Pepys, firebreak, King Charles

Material, natural, manmade, recycle, rough, smooth, flexible, rigid, brittle, transparent, translucent, opaque, shiny, dull, fabric, tough, bend, squash, twist, stretch, independent variable, controlled variable, dependant variable, waterproof

Location, London, capital city, River Thames, Pudding Lane, cause, effect, buildings, streets, change, impact, diversity

Stippling, solidity, shading, hatching, sketching, hues, secondary colours, proportions, blending, colour mixing, colour wash, expression, experimentation, inspiration

Data, digital tools, tally chart, branching databases, sort

**Previous linked learning to consolidate:** Personal timeline/chronology 'Super me' Year 1

**What comes next?** Chronology and cause and effect in Stone Age, Bronze age and Iron Age 'From Stone to Rome' Year 3