

# Bright Lights, Big Cities



Year Group: 1/2  
Cycle B

## History

- Significant events beyond living memory: Great Fire of London

## Climate/Environment

- Recycling

## Art and Design

- Artist Knowledge – Christopher Wren
- Drawing – St Paul's Cathedral

## Science

- Materials

## Design and Technology

Making bread:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

## Computing

- E-Safety

## Geography

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic 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

# History

**National Curriculum:** Pupils should be taught about:

- events beyond living memory that are significant nationally or globally

**Key Lines of Enquiry:**

- The Great Fire of London

**Curriculum Intentions (key knowledge to be learned):**

- When the Great Fire of London started
- How it started and why it spread so quickly
- That Charles II was the monarch at the time of the fire and what he did to try and stop the fire
- Who Samuel Pepys was, and why his diary is so important for historians

**Age Related Subject Skills (Progression Guidance):**

- Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things
- Recognise why some events happened
- Recognise what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

**Prior Learning**

Forever Firs children working at ARE should already be able to:

**Maths: SSM ELG**

- Children use everyday language to talk about ...time...

**Understanding the World: People and Communities ELG**

- Children talk about past and present events in their own lives and in the lives of family members

## Key Vocabulary

Tier 1	Tier 2	Tier 3
Fire	Evidence Cause Diary Royal Result Years	Monarch Historian Artefacts Centuries

# History Assessment

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# Science

**National Curriculum (Knowledge and Skills):** Pupils should be taught to:

Year 1	Year 2
<ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

**Suggested Investigation:**  
*Protect the egg – Egg Drop Challenge*  
<https://www.tes.com/teaching-resource/egg-drop-challenge-6408374>

- Climate/Environment Focus- children will also learn:**
- That some materials can be recycled; glass, cardboard, most metals, some types of plastic
  - That some materials will biodegrade easily, but others take a long time to break down
  - Children will set up a mini recycling centre in the dining hall to help recycle food packaging from lunch boxes/school dinners

**Prior Learning**

<p><b>Forever Firs children working at ARE in Year 1 should already be able to:</b></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG KUW:TW)</li> </ul>	<p><b>Forever Firs children working at ARE in Year 2 should already be able to:</b></p> <ul style="list-style-type: none"> <li>• See Year 1 statements above</li> </ul>
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**Key Vocabulary**

Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
	Wood	Object	Object	Biodegrade	Biodegrade
	Plastic	Material	Material	Single Use	Single Use
	Glass	Wood	Suitable	Recycle	Recycle
	Metal	Plastic	Use	Pollution	Pollution
	Rock	Glass	Solid	Classify	
	Paper	Metal	Twist		
	Cardboard	Rock	Bend		
	Brick	Properties	Stretch		
	Shape	Compare	Squash		
	Same	Group	Similar		
	Different	Same	Classify		
	Question	Different	Observe		
	Change	Similar	Test		

	Sort	Question Answer Change Identify Sort Observe Predict	Record Predict		
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## Science Assessment

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# Geography

**National Curriculum:** Pupils should be taught to:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic 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

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will learn the capital cities of the UK and that London is the capital city of England
- They will learn what a capital city is
- They will learn the names of some major landmarks in London, both human and natural
- They will be able to use North, South, East and West, left and right, to describe the relative location of landmarks on a map
- They will learn how to create a key, using symbols

**Age Related Subject Skills (Progression Guidance):**

**Year 1**

Using maps

- Use a simple picture map to move around the school
- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

- Use world maps to identify the UK in its position in the world.
- Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features

**Year 2**

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

**Prior Learning**

**Forever Firs children in Year 1 working at ARE should already be able to:**

- Use positional language to describe relative position
- Talk about the features of their own immediate environment and how environments might vary from one another

**Forever Firs children in Year 2 working at ARE should already be able to:**

- See Year 1 progression statements above.

**Key Vocabulary**

Tier 1	Tier 2	Tier 3	
Up Down	Left Right Map Symbols Key	Country Capital City England Scotland Wales Northern Ireland United Kingdom	Compass North South East West

# Geography Assessment

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## Design and Technology

**National Curriculum:** Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will learn where bread fits within the healthy food wheel.
- They will learn about different types of bread and flour and which are most/least healthy (e.g. white, whole meal, granary etc).
- They will learn to make bread using a simple recipe

**Age Related Subject Skills (Progression Guidance):**

**Cooking and Nutrition**

- Know where food comes from
- Use appropriate equipment to weigh and measure ingredients
- Prepare simple dishes safely and hygienically, without using a heat source
- Use techniques such as cutting
- Name and sort foods into the five groups of the 'eat well' plate
- Know that everyone should eat at least five portions of fruit and vegetables every day

**Prior Learning - Forever Firs children working at ARE should already be able to:**

**Physical Development (Health and Self-Care)**  
(ELG)

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe

**Maths (SSM)**  
(ELG)

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems

### Key Vocabulary

Tier 1	Tier 2		Tier 3
Bread mix stir oven	healthy unhealthy grain flour recipe measure weigh ingredients	bake temperature safety hygiene whisk dough knead	Wholemeal bread/flour White bread/flour

Design and Technology Assessment

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# Art and Design

## National Curriculum:

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils should be taught:

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## Curriculum Intentions (Key Knowledge and Skills to be learned):

- **Artist Knowledge – Christopher Wren**
  - video clip re: architects and Christopher Wren - <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-an-architect/zbf76v4>
  - Horrible Histories music video re: rebuild of London and Christopher Wren - <https://www.bbc.co.uk/cbbc/watch/horrible-histories-great-fire-of-london> )
  - Teacher information - <https://www.architecture.com/knowledge-and-resources/knowledge-landing-page/spotlight-on-sir-christopher-wren>
- **Drawing – St Paul’s Cathedral**
  - Year 1** Children could practice the drawing skills set out in the progression guidance by using hatching, scribbling, stippling, blending etc to add texture and shade to an outline of St Paul’s Cathedral.
  - Year 2** Children could draw their own outline of a section, or side view, of St Paul’s Cathedral and practice using pencils of differing grades to add shading, patterns and shapes to their drawing.

## Age Related Subject Skills (Progression Guidance):

### Year 1

#### Artist Knowledge

- Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.
- Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.

#### Developing Ideas (Sketch Books)

- Start to record simple media explorations in a sketch book.

### Year 2

#### Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

#### Drawing

- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B).

#### Developing Ideas (Sketch Books)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work.

### Prior Learning

**Forever Firs children working at ARE in Year 1 should already be able to:**

**Artist Knowledge**

- Look and talk about what they have produced, describing simple techniques and media used.

**Drawing**

- Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.
- Use and begin to control a range of media.
- Draw on different surfaces and coloured paper.
- Produce lines of different thickness and tone using a pencil.
- Start to produce different patterns and textures from observations, imagination and illustrations.

**Developing Ideas (Sketch Books)**

- Look and talk about what they have produced, describing simple techniques and media used.

**Forever Firs children working at ARE in Year 2 should already be able to:**

- *See progression statements for year 1 above*

### Key Vocabulary

Artist Knowledge	Drawing	Developing Ideas (Sketch Books)
Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop	pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation	Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern

### Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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# Computing

## National Curriculum:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies

## Key Lines of Enquiry:

- E-Safety

## Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not
- Pupils are introduced to the basics of online searching
- Pupils learn to explore websites and to say whether they like them or not and why

## Key Stage 1

<b>Managing Online Information</b>	<ul style="list-style-type: none"> <li>• I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</li> <li>• I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</li> <li>• I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple keywords in search engines.</li> <li>• I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>• I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</li> <li>• I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</li> <li>• I can explain why some information I find online may not be real or true.</li> </ul>
<b>Health well-being and lifestyle</b>	<ul style="list-style-type: none"> <li>• I can explain rules to keep myself safe when using technology both in and beyond the home.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</li> <li>• I can say how those rules / guides can help anyone accessing online technologies.</li> </ul>
<b>Privacy and Security</b>	<ul style="list-style-type: none"> <li>• I can explain that passwords are used to protect information, accounts and devices.</li> <li>• I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li> <li>• I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how passwords can be used to protect information, accounts and devices.</li> <li>• I can explain and give examples of what is meant by 'private' and 'keeping things private'</li> <li>• I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</li> <li>• I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</li> </ul>
<b>Copyright and Ownership</b>	<ul style="list-style-type: none"> <li>• I can explain why work I create using technology belongs to me.</li> <li>• I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</li> <li>• I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</li> <li>• I understand that work created by others does not belong to me even if I save a copy</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that content on the internet may belong to other people</li> <li>• I can describe why other people's work belongs to them.</li> </ul>

## Prior Learning

### Forever Firs children working at ARE should already be able to:

#### (40-60 Months)

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

#### (Early Learning Goal)

- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

## Key Vocabulary

Tier 1		Tier 2		Tier 3	
Real	Sad	Search	Joke	Search engine	Voice activated
Safe	Frightened	Uncomfortable	Information	Navigate	Webpage
rules	adult	Back	Imaginary	link	Protect
		Home	Technology		
		button	Passwords		
			trust		

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