

<b>Topic</b>		<b>Framework First Year</b>	<b>Year Groups: 1 &amp; 2</b>
<b>C Area</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>History</b>	<p align="center"><b>Coronations</b></p> <p><b>Elizabeth II</b></p> <ul style="list-style-type: none"> <li>Who she is</li> <li>The Royal Family</li> <li>What she does</li> <li>Where she lives - Buckingham Palace and Windsor Castle</li> <li>Coronation Crown and Regalia</li> </ul> <p><b>Elizabeth I</b></p> <ul style="list-style-type: none"> <li>Who she is</li> <li>What she did that was famous</li> <li>Where she lived – Richmond Palace</li> </ul>	<p align="center"><b>London</b></p> <ul style="list-style-type: none"> <li>To place the events of the plague and Great Fire on a time line</li> <li>To understand what it was like to live in London during the time of the plague</li> <li>To use secondary sources to gain information about how the plague was spread</li> <li>To recognise symptoms of the plague</li> <li>To know where the Great Fire broke out</li> <li>To know when the fire happened</li> <li>To understand why the fire broke out</li> <li>To study who Samuel Pepys was and what he did</li> <li>To know how the fire was put out</li> <li>To identify how London changed after the Great Fire</li> </ul>	<p align="center"><b>Journeys in Space</b></p> <ul style="list-style-type: none"> <li>To begin to find out about the space race and significant events in space exploration.</li> <li>To find out about the life of Neil Armstrong</li> <li>To role play the moon landing focusing on the actions of Neil Armstrong</li> <li>To recount the main events in the life of Neil Armstrong</li> </ul>
<b>Geography</b>	<p align="center"><b>Around our School</b></p> <ul style="list-style-type: none"> <li>To know that all pupils have a personal address and that they travel to school</li> <li>To think about their sense of place in relation to home and school</li> <li>To describe a route</li> <li>To recognise some of the physical and human features in their locality</li> <li>To understand some of the ways in which the features are used</li> <li>To describe the features of the local environment</li> <li>To express views on the features that changes occur in the locality</li> <li>To identify some of the uses of land and buildings in their locality</li> <li>Learn how places change for better or worse over time</li> </ul>	<p align="center"><b>London</b></p> <ul style="list-style-type: none"> <li>To create maps and plans of London</li> <li>To identify uses of the river</li> <li>To talk about river transport</li> <li>To create representations of the river</li> <li>To talk about buildings and their uses</li> <li>To identify London landmarks</li> </ul>	<p align="center"><b>Journeys over the Sea</b></p> <ul style="list-style-type: none"> <li>To learn about seas around the world</li> <li>To think about how beaches are different to other places</li> <li>To think about the tourist industry at the seaside</li> <li>To learn about weather patterns around the world</li> <li>To learn about different beach holiday destinations</li> <li>To think about own seaside experiences</li> <li>To learn about waste pollution</li> <li>To identify human and natural features of the sea sides around the world.</li> </ul>
<b>Design and Technology</b>	<p align="center"><b>Designing a New School</b></p> <ul style="list-style-type: none"> <li>School walk</li> <li>Labelling photographs</li> </ul>	<p align="center"><b>Tudor Houses</b></p> <ul style="list-style-type: none"> <li>Creating a Tudor style house</li> <li>Make simple drawings and label parts</li> </ul>	<p align="center"><b>Designing and Creating a Rocket</b></p>

	<ul style="list-style-type: none"> <li>• Planning an area</li> <li>• Making an Area (LEGO and WOOD BLOCKS)</li> <li>• Evaluating an area</li> </ul>	<ul style="list-style-type: none"> <li>• Use hand tools safely</li> <li>• Measure, cut, join and assemble designs</li> <li>• Evaluate design</li> <li>• Look at how winding mechanisms work</li> <li>• Create and evaluate a design</li> <li>• Incorporate into house</li> <li>• Create and evaluate</li> </ul>	
<b>Art and design</b>	<p style="text-align: center;"><b>Portraits</b></p> <ul style="list-style-type: none"> <li>• Evaluating Royal Portraits</li> <li>• Jewellery – Colour and Shape</li> <li>• Portraits – Heads on Stamps</li> </ul>	<p style="text-align: center;"><b>Sketching</b></p> <ul style="list-style-type: none"> <li>• Pencil study of landmarks, building designs and patterns (e.g. window shapes on ‘Gherkin’, patterns on Tower Bridge or London Eye)</li> <li>• Study of an artist – Monet and London</li> </ul>	<p style="text-align: center;"><b>Seascapes</b></p> <ul style="list-style-type: none"> <li>• Representations of the sea by significant artists Turner and the sea</li> </ul>
<b>Opportunities to develop English within topic</b>	<i>Lists Plans</i>	<i>Stories with known settings Diary entries</i>	<i>Biography</i>
<b>Possible Computing opportunities</b>		<i>Internet research on Julia Donaldson / Great Fire / Samuel Pepys</i>	<i>PowerPoint show on islands</i>
<b>Linked Educational Visit</b>	<i>Brentford walk Windsor Castle</i>	<i>St Paul’s Cathedral Museum of London</i>	<i>Science Museum</i>