

Lead subjects:

Geography
History
Art

Geography Key Vocabulary:

Recycle – convert waste into reusable material

Waste – unwanted or unusable material

Renewable – a source of energy that is not depleted by use

Reuse – the action of using something again

Litter – rubbish left lying in an open or public place

Environment – the surroundings which a person, animal or plant lives

Resource – a country's reserves of minerals, land and other natural assets

Digimap skills:

Using and interpreting – make and use and simple route map.

Digital map making – add a range of annotation labels and text to help explain features and places.

Geography Key Skills:

Locational and Place Knowledge:

Describe and understand key aspects of human geography including types of land use

Mapping:

Use the zoom facility on digital maps to locate places at different scales.

Fieldwork:

Observe, measure and record the human and physical features in the local area.

- How much waste do we all produce?
- Where does all our rubbish go?
- Could more waste be reused or recycled?
- How can we reduce the amount of rubbish we produce?

Spirituality question: Is it important how you live your life? Does it matter if you waste things, leave litter, etc.?

English:

- **Fairy Tales** – Puss in Boots by Phillip Pullman
- **Newspapers**
- **Narrative Poetry** – Macavity the Mysterious Cat by T.S. Eliot



The Great Plague



Visitors and Experiences

TBC

History Key Vocabulary:

Plague – a contagious bacterial disease

Incarcerated – imprison or confine

Mortality – the state of being subject to death

London – the capital of the United Kingdom, situated in South-East England on the River Thames

Great Fire of London – a huge and devastating fire which destroyed large parts of London

Infect – to affect a person with a disease-causing organism.

History Key Skills:

Chronology:

Note connections, trends and contrasts over time

Events, People and Changes: Understand a significant aspect of history i.e. how the Great Plague of 1665 affected London and beyond.

Communication:

Use specialist terms and vocabulary linked to chronology.

Enquiry and Interpretation:

Use sources as a basis for research and use information as evidence.

Identify sources that could be used to imagine what London might have been like

- What was London like in the time before the Great Fire of London in 1666?
- What was the plague and why was it a problem?
- Why did the plague spread so quickly?
- What help was available?
- How do we know about the London Great Plague victims?

Spirituality question: How important is it that we learn about the past?

1663 King Charles II suspended trade and all ships were quarantined	April 1665 The first case of plague was reported in St. Giles-in-the-Fields	May 1665 The total number of deaths from the disease was recorded as 43 people.	7th June 1665 Samuel Pepys recorded he had seen houses marked with a red cross, signifying the resident had the plague.	30th June 1665 The total number of deaths from the plague for June was 6,137	July 1665 The numbers of people dying from the disease rose to more than 1,000 per week.	August 1665 People were buried in mass pits rather than individual graves, because there were so many.	31st August 1665 The total number of deaths from the plague for August was 31,159.	September 1665 The plague continued with around 7,000 Londoners dying per week.	1666 It was deemed safe for King Charles II to return to the city.
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Art and Design

Exploring the use of the image of the skull and how it is used to represent the artist's ideas.

- **Damien Hirst's** skull motif in print and 3-D - *explore the roles and purposes of artists.*
- Using photographs of skulls to make a series of drawings in sketchbooks - *make marks and lines with a wide range of drawing implements.*
- Experiment with different effects and textures – *from drawings develop a simplified printing motif of a skull.*
- Create repeating printed patterns.
- Use sketchbook to refer back to original ideas to incorporate as work progresses - *compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.*

Art and Design Key Vocabulary

Motif – a decorative image or design, especially a repeated one forming a pattern.

Printmaking – making pictures or designs by printing them from a specially prepared plates or blocks.

Monochrome – representation in black and white.

Tone – the quality of brightness or deepness of a shade of a colour.

Intricate – complicated or detailed in design.

Spirituality question: Can we communicate through art; sculptures, pictures etc.?

Key People

- **Charles II** – King of England at the time of the Great Plague.
- **Samuel Pepys** – writer who documented what London was like during the Plague.
- **John Lawrence** – Mayor of London during the Great Plague.
- **Plague doctors** – medical physicians who treated victims of the plague
- **Carters** – travelled through the street collecting bodies to bury in mass pits.

Science: Sound

- **How can we describe sounds?**
- **How do we hear sounds?**
- **What happens to a sound the further we get from the source?** – working scientifically to identify similarities, differences or changes.
- **How are sounds created?** – identify how sounds are made
- **How do sounds travel?** – recognise that vibrations from sounds travel through a medium to the ear.
- **How can sounds be changed?** – find patterns between the pitch and volume of a sound
- How can we block or muffle sounds?

Computing: IT – Data Handling

- **What data should be collected?** – understand that there are different types of data
- **How do I enter data into a database?** – understand the need to structure information in a database
- **How can I answer questions using a database?** – recognise the advantages of IT to classify information.
- **Which method is most appropriate?** – understand some graphs and charts are more appropriate than others

Spanish

- Spanish greetings
- What day is it?
- Body parts
- Spanish hospital
- Engage in conversations.
- Ask and answer questions.
- Express opinions and respond to those of others
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly.

Maths

- **Multiplication and division** – equal groups, comparing statements, 10/100/1000, 2/3-digit by 1-digit, times-tables up to 12x12, scaling
- **Measures** – lengths, capacity, mass, money, perimeter, area, time, conversions

RE: Christmas – Exploring the symbolism of light

- **Why is Jesus described as the Light of the World?**
- **What does the light do to the dark?**
- **Why is light such a powerful symbol?** – talk about how Jesus' followers bring his light into the world.
- **Is light a good metaphor for Jesus?** - symbolism of Jesus as a light
- **How did/does Jesus bring light?** – know that Jesus brings hope in dark places
- Talk about the stories and tradition of Hanukkah (Jewish festival of light)