

Rose Wood Academy: Enquiry Driven Learning Overview

Prior Knowledge (Direct Pathway)

Locational knowledge – countries of UK and their capital cities.

Use of maps and atlases

Prior Knowledge (Indirect Pathway)

Knowledge of materials and their properties.

(Content outside of the direct pathway)

As geographers we will develop our knowledge of compass directions and learn about the different countries of the UK and their capital cities.

As artists we will use Mackenzie Thorpe as inspiration to create our own local artwork based on landmarks. We will investigate how to collage.

We will develop our knowledge of the world by learning more about our royal family.

We will explore and experiment with a wide range of materials.

Enquiry Question

How did the Great Fire affect London?

Content on Direct Pathway

As historians we will investigate the Great Fire of London. We will look at a range of evidence sources to discover what happened, why and the impact it had. We will use the diary of Samuel Pepys to inform us and we will develop our science skills by investigating which materials are the most flammable. We will compare and contrast old and new houses.

As geographers we will develop our map skills. We will investigate human and physical features and their changes through time. We will use our knowledge to compare London and Middlesbrough and create our own before and after maps.

Enquiry Outcomes

Information videos about London and its past.

(English content)

Our topic book is 'Katie in London' by James Mayhew. We will use this book to develop our sentence and descriptive skills.

We will learn how to write letters correctly and will send letters to Mackenzie Thorpe or members of the royal family.

We will write instructions using the text 'The Adventures of the Eggbox Dragon' as inspiration.

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<u>Year Group:</u> Year 1	<u>Term:</u> Spring
<u>Title:</u> How did the Great Fire affect London?	<u>Key Focus:</u> Geography
Project Enhancements: <ul style="list-style-type: none">• Visit to the local fire station.• Possible Mackenzie Thorpe visit?	
<u>How can you help?</u> <p>At home, please can you:</p> <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Complete your maths knowledge organiser.• Learn any spellings sent home. <p>You could als</p> <ul style="list-style-type: none">• Use different materials to create your own London landmark.• Write a postcard from a place in the UK, that you have visited before. Describe what the place looked like.• Draw a picture of a landmark and label it.• Write a recount of somewhere you have visited in the UK.• Make a Union Jack flag.• Use Google Earth to locate London. Describe what you have seen.• Make a model of a landmark in London. Here are some photos of children's work from last year.	

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Subject Specific Vocabulary		Key Knowledge
Word	Definition	
capital city	The city where the government sits. London is the capital city of England/UK.	<ul style="list-style-type: none"> o The UK is made up of England, Scotland, Wales and Northern Ireland. o The capital city of England is London, Scotland's capital is Edinburgh, the capital of Wales in Cardiff and Northern Ireland's capital is Belfast.
city	A large town. London is an example of a city.	<ul style="list-style-type: none"> o The River Thames flows through London and the River Tees flows through Middlesbrough and both lead out to the North Sea.
compass point	Any of the main points of a compass: north, south, east and west	
country	An area of land that is controlled by its own government	
Great Britain	An island that is made up of England, Scotland and Wales	
human features	Features of land that have been impacted by human activity	
landscape	Everything you can see when you look across an area of land, including hills, rivers, buildings, trees and plants.	
map	A drawing of a particular area such as a city, a country or a continent	
physical features	Natural features of land	
river	A large, natural stream of fresh water that flows into the lake or a sea	
sea	A large area of salty water that is part of an ocean.	
tourist	A person who is visiting a place for pleasure and interest, especially when they are on holiday	
town	A large group of houses, shops and buildings where people live and work. Towns are larger than villages but smaller than cities.	
United Kingdom	The UK is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes England, Scotland, Wales and Northern Ireland.	
Geographical Skills		
<p>Children will get the chance to apply the following skills through the year:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • use satellite images 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		

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Subject Specific Vocabulary		Key Knowledge
Extinguished	put out / cause (a fire or light) to stop burning or shining	On Sunday 2 nd September 1666 1am – the fire begins 3am – the Lord Mayor goes to look at the fire but decides it is not too bad so goes back to bed 7am – the fire has spread 11am – the Mayor orders the pulling down of houses having been instructed by King Charles II, who was informed by Samuel Pepys 3pm – the King sails down the River Thames to observe the fire
Thatched roof	dried straw tied tightly together and laid on the roof of a building	On Monday 3 rd September 1666 The government order fire posts to be set up.
Wattle and daub	animal waste, straw and mud used to make walls of buildings	Tuesday 4 th September 1666 The fire reaches its peak. It spread from Temple in the west, to the Tower of London in the east (where gun powder was used to blow up houses in order to stop the fire reaching the Tower). A number of prisons in London were destroyed by the fire as was St. Paul's Cathedral. 11pm – the wind begins to die down
Timber frame	wooden frame of a building that made the walls	Wednesday 5 th September 1666 The wind changes direction, blowing the fire towards the River Thames. Most of the remaining fires have been put out
Fire hook	metal pole with a hooked end that was used for pulling down buildings that were on fire	Thursday 6 th September 1666 The final fires are extinguished.
Fire posts	areas set up to organise people to fire fight from	After the Great Fire of London, London Fire Brigade was set up to help prevent disasters like this from happening again

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Spiritual

We will learn about our surrounding environment and country and use our imagination and creative skills to develop our understanding of the Great Fire of London. We will also learn how the fire has impacted on modern day London.

Social

We will learn fire safety rules and how people help us in times of need. We will use our social skills to work well in teams.

Be kind and REAP the rewards

We will learn how people helped each other during the Great Fire of London. We will learn to be kind to others and show respect to what is in our environment.

Moral

We will explore 'right' and 'wrong' and understand consequences to actions.

Cultural

We will learn more about our past and appreciate how cultural influences impact us today.