



## Disley Primary School

### Long Term Topic Plan for Year 1/2- Cycle A

Term	Autumn	Spring	Summer
<b>Topic</b>	<u>Paddington's travels</u>  <u>Autumn 1- Paddington goes home- busy Vs calm (Disley V Peru)</u>  <u>Autumn 2- Paddington explores the wider world</u>	<u>Summer 1- The Great Fire of London</u>  <u>Summer 2- The Great Plague</u>	<u><b>Two worlds apart (David Attenborough)</b></u> <u>Spring 1- Frozen worlds</u>  <u>Spring 2- Endangered rainforest</u>
<b>Key texts</b>	Paddington Bear Paddington goes to town. Window by Jeannie Baker Let's explore Peru Kids The Inca Empire Teddy Bear from Peru	Toby and The Great Fire Of London The Great Fire Of London- Liz Gogerly Charlie and the Great Fire of London The Story of the Great Fire of London Plague, A cross on the door. Plague and Fire	The Great Explorer Poles Apart The Rainbow Bear The Polar Bear Son Kapok Tree Rumble In The Jungle Walking Through The Jungle In the Jungle
<b>Vocabulary Key Words</b> *vocabulary in red are words that will be used in a range of contexts across the curriculum	Destination Adventure Explore Community Environment Culture Locality Features Changes	Past Present Event Change Time Escape Disaster Emergency Rebuild Restore	Endangered Environmental Climate Features Seasonal changes Continents Oceans Polar Contrast Similarities
<b>Geography</b>	At Disley, our Geography work forms part of our termly topics from Year 1 to Year 6. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.		
	As <b>Geographers</b> we will: <ul style="list-style-type: none"> <li>To locate Peru on a map and identify the continent it sits within</li> <li>To locate and label the different geographical features of Peru</li> <li>To identify the animals that live in Peru and what conditions they like</li> </ul>	As <b>Geographers</b> we will: <ul style="list-style-type: none"> <li>To identify the city of London on a map of the United Kingdom and understand it is the capital of England</li> <li>To name, locate and identify characteristics of the four</li> </ul>	As <b>Geographers</b> we will: <ul style="list-style-type: none"> <li>To locate jungles from around the world</li> <li>To use geographical vocabulary to describe jungles around the world</li> </ul>



## Disley Primary School

### Long Term Topic Plan for Year 1/2- Cycle A

	<ul style="list-style-type: none"> <li>To make comparisons to animals in the United Kingdom</li> <li>To locate continents and countries using an atlas</li> <li>To explore different continents and countries that Paddington travels to (with a particular focus on geographical features, weather and physical features)</li> </ul>	<p>countries and capital cities of the United Kingdom and its surrounding seas</p>	<ul style="list-style-type: none"> <li>To experience and write about the Indian tropical seasonal forests</li> <li>To identify the locations of mangroves and describe their features and weather</li> <li>To identify and write about the locations and features of cloud forests</li> <li>To compare British woodland to a tropical jungle</li> <li>To locate continents and countries using an atlas</li> </ul>
<b>History</b>	<p>At Disley Primary School, our intent is that our teaching of history will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way in order to build on the key skills, which are taught during each key stage.</p>		
	<p>As <b>Historians</b> we will:</p>	<p>As <b>Historians</b> we will:</p> <ul style="list-style-type: none"> <li>To compare past and present day London</li> <li>To use timelines to help understand how long ago 1666 was</li> <li>To understand how services like the fire brigade were established and have changed over time making comparisons to the modern day</li> <li>To explore who Samuel Pepys was</li> <li>To understand the sequence of events during the Great Fire of London</li> <li>To explore how London was rebuilt following the Great Fire of London</li> </ul>	<p>As <b>Historians</b> we will:</p>

**Disley Primary School**  
**Long Term Topic Plan for Year 1/2- Cycle A**



		<ul style="list-style-type: none"><li>• To identify what the plague was and when and how it started</li><li>• To use different sources of information to explore how doctors tried to treat the plague</li><li>• To learn about the lives of those who lived in Eyam</li></ul>	
--	--	--	--