

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



Term	Autumn	Spring	Summer
Topic	Changes within living memory - Transport	The Great Plague and the Great Fire of London	Climate Detectives
Focus	History and Geography	History and Geography	Geography
Enquiry Question	How did different types of transport develop over time?	How did the Great Plague and the Great Fire of London change our approach to buildings, healthcare and professions?	How do climates differ around the world?
Possible Enrichments	Trip to Science and Industry Museum	Trip to/ visit from the fire station	
Key texts	Amelia Earhart (Little People, Big Dreams) Cars and Trucks and Things that Go My Big Book of Transport The Naughty Bus Mr Grumpy's Motor Car	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 by Chris Judge Meet the Oceans by Caryl Hart
Vocabulary Key Words *vocabulary in red are words that will be used in a range of contexts across the curriculum	Transport, Vehicles, Manufacturer, Compare, Development, Motor, Engine, Aeroplane, Achievement	Past, Present, Event, Change, Time, Escape, Disaster, Emergency, Rebuild , Restore	Climate Zone , Temperate, Mediterranean, Equatorial, Arid, Polar, Living conditions, Impact, Hot, Cold, Tropical, Arctic, Weather, Sea, Ocean, Microclimate
Geography	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 Geographers we will: <ul style="list-style-type: none"> To locate car manufacturers around the world Skill: Geographical Skills use world maps, atlases and globes to identify the United Kingdom and its	As Geographers we will: <ul style="list-style-type: none"> To identify the city of London on a map of the United Kingdom and understand it is the capital of England 	As Geographers we will: <ul style="list-style-type: none"> To use an atlas to identify and place different countries, continents and oceans. Skill: Location knowledge

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	<p>countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> Use maps to trace the canal system that runs through Disley to Manchester <p>Skill: Geographical Skills 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</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To conduct a survey on modes of transport used for school and how this has changed over time <p>Skill: Geographical Skills 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</p> <p>Thread: Environment</p>	<p>Skill: Location Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Thread: Scale</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> To understand there are five climate zones <p>Skill: Human and Physical Geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To use fieldwork to understand what a microclimate is <p>Skill: Geographical Skills and Fieldwork 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</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To know the characteristics of the UK climate (temperate) <p>Skill: Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To know the characteristics of Mediterranean climates and how they affect living conditions. <p>Skill: Place knowledge</p>
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			<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> • To know the characteristics of equatorial climates and how they affect living conditions. <p>Skill: Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> • To know the characteristics of Arid climates and how they affect living conditions. <p>Skill: Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> • To know the characteristics of Polar climates and how they affect living conditions. <p>Skill: Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</p>
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			<p>area in a contrasting non-European country</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To make comparisons of the different human geography of two contrasting areas (Disley vs contrasting non-European country -Gambia) <p>Skill: Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Thread: Diversity</p> <ul style="list-style-type: none"> To make comparisons of the different physical geography of two contrasting areas (Disley vs contrasting non-European country -Gambia) <p>Skill: Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Thread: Diversity</p>
History	<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,</p>		

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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.

As **Historians** we will:

- To name and describe different types of transport.

Skills: To begin to describe similarities and differences in artefacts.

Thread: Invention

- To begin to understand transport was different when their parents and grandparents were little and explore how transport has changed over time.

Skills: To know how to use a range of sources to find out characteristic features of the past. To know how to sort artefacts into past and present.

Thread: Sources/critical thinking. Invention

- To use sources to learn facts about significant car founders (Henry Royce and Charles Rolls)

Skills: To know how to use a range of sources to find out characteristic features of the past. To know how to find out about people and events in other times.

Thread: Sources/Critical thinking. Invention. Society and legacy

- To learn about the development of the car over time (explore Rolls Royce)

Skills: To know how to sequence events in chronological order. To know how to find out about people and events in other times.

Thread: Invention. Chronology.

As **Historians** we will:

- To identify what the plague was and when and how it started

Skill: To know how to find out about people and events in other times

Thread: Society and legacy

- To use different sources of information to explore how doctors tried to treat the plague

Skill: To know how to use a range of sources to find out characteristic features of the past.

Thread: Sources/Critical thinking

- To compare past and present day London

Skill: To know how to sort artefacts into past and present. To know how to make collections of artefacts and confidently describe similarities and differences between them.

Thread: Society and legacy

- To understand how sources help us learn about the past

Skill: To know how to use a range of sources to find out characteristic features of the past.

Thread: Sources/Critical thinking

- To explore who Samuel Pepys was

Skills: To know how to find out about people and events in other times.

As **Historians** we will:

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	<ul style="list-style-type: none"> To find out about the Wright brothers and the flight of the first power driven aeroplane. <p>Skills: To know how to find out about people and events in other times. Thread: Invention. Chronology.</p> <ul style="list-style-type: none"> To learn about Amelia Earhart and understand why her achievement is so significant <p>Skills: To know how to find out about people and events in other times. Thread: Society and legacy</p> <ul style="list-style-type: none"> To order events in flight history <p>Skills: To know how to sequence events in chronological order. Thread: Chronology</p> <ul style="list-style-type: none"> To understand how aeroplanes have changed. <p>Skills: To know how to make collections of artefacts and confidently describe similarities and differences between them. To know how to identify different ways to represent the past. Thread: Invention.</p> <ul style="list-style-type: none"> To learn about the creation of the barge and its relevance to Manchester <p>Skills: To know how to find out about people and events in other times. Thread: Invention.</p>	<p>Thread: Society and legacy</p> <ul style="list-style-type: none"> To use timelines to sequence the events of the Great Plague and the Great Fire of London <p>Skills: To know how to sequence events in chronological order. Thread: Chronology</p> <ul style="list-style-type: none"> To explore how London was rebuilt following the Great Fire of London <p>Skills: To know how to find out about people and events in other times. Thread: Society and legacy</p> <ul style="list-style-type: none"> To understand how services like the fire brigade were established and have changed over time making comparisons to the modern day <p>Skills: To know how to find out about people and events in other times. To know how to make collections of artefacts and confidently describe similarities and differences between them. Thread: Society and legacy</p>	
<u>Retrieval Questions</u>	<p>Explain how a mode of transport has changed over time. What car was founded in Manchester? What were the Wright brothers known for?</p>	<p>Great Plague/ Great Fire of London In which year did the Great Plague happen? Why was Samuel Pepys famous? What caused the Great Plague? Where did the Great Fire begin?</p>	<p>How many climate zones are there? Describe a characteristic of a temperate climate zone Describe a Mediterranean of a temperate climate zone</p>

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	<p>What year was the flight of the first power driven aeroplane? Who was the first woman to fly solo across the Atlantic ocean? What is the name of the boat used on canals?</p>	<p>Why did the fire spread easily? How did the Great Fire of London change the way that London was designed and built?</p>	<p>Describe a characteristic of an equatorial climate zone Describe a characteristic of an arid climate zone Describe a characteristic of a polar climate zone What is a microclimate? How many continents are there?</p>
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