



Limitless Possibilities!



Redbrook Hayes Community Primary School

Connected Curriculum

Key Stage 1

Fire! Fire!



Fire! Fire!

As **historians** we will learn about events beyond our living memory. We will learn about the Great Fire of London and the Gunpowder Plot, including Guy Fawkes and Samuel Pepys as significant individuals.

Through these events we will develop our understanding of chronology, cause and effect, interpretation and also learn how different sources of evidence depict the same event.

As **artists** we will work artistically, creatively exploring and developing our ideas as well as evaluating our final pieces.

We will develop our painting skills by using a variety of tools and techniques, mixing colours, shades and tones and even adding texture to paint to create 3D effects.

We will develop our printing skills through printing with different materials, building repeating patterns and overlaying different colours to create effect and using rubbings to collect textures and patterns for our final pieces.

As **musicians** we will use our voices expressively and creatively to sing songs and rhymes like 'London's Burning' and 'Remember, Remember', we will sing songs with an echo; discover loud and soft sounds and sing with confidence and expression.

We will play tuned and un-tuned instruments musically, learning how to play simple rhythms to accompany 'London's Burning' and linking sounds with symbols.

This unit contributes to the whole-school plans for SMSC, British Values and Learning and Life Skills in the following ways.

British Values: Rule of Law, Democracy.

SMSC: Spiritual (ask big questions about the world around me); Moral (Explain how we can make everyone feel safe, find examples of people who make good choices); Social (take part in class assemblies, care for school and the wider environment); Cultural (visit museums to learn about and explore my own cultural heritage).

Learning and Life Skills: Working Together, Speaking and Listening.

Other Opportunities: Design and make strong Tudor houses (D&T); Street maps (Geography); Christopher Wren (History); Fire Safety (PSHE); Comparing life then and now (History); Bakery (Design and Technology).

Links to Literacy: *Mr Fawkes, The King and the Gunpowder Plot* by Tom Bradman, *You Wouldn't want to be in the Great Fire of London* by Jim Pipe, *Vlad and the Great Fire of London* by Kate Cunningham, *Toby and the Great Fire of London* by Margaret Nash.

Enhancement Opportunities: Educational visit to Ancient High House in Stafford, Invited visitor – Fire Engine.



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Historical Knowledge	1. Constructing the past	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	Learner can identify relevant features of particular historical themes, events and people from family, local, national and global history . <i>E.g. Recall some events and people associated with the Gunpowder Plot.</i>	Learner can briefly describe features of particular themes, events and people from family, local, national and global history . <i>E.g. Retell the story of the Gunpowder Plot.</i>	Learner can explain a range of features covering family, local, national and global history and draw a range of conclusions. <i>E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.</i>
	2. Sequencing the past	Know where people and events fit within a chronological framework.	Learner can depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of cooking in chronological order on a timeline.</i>	Learner can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of cooking methods and foods to place on a timeline.</i>	Learner can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. <i>E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.</i>
		Develop awareness of the past, using common words and phrases relating to the passing of time.	Learner can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i>	Learner can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i>	Learner can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. <i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i>
Historical Concepts	4. Cause and effect	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Learner can identify at least one relevant cause for, and effect of, several events covered. <i>E.g. Identify an effect of the Gunpowder Plot.</i>	Learner can identify a few relevant causes and effects for some of the main events covered. <i>E.g. Identify several causes, motives and effects of the Gunpowder Plot.</i>	Learner can comment on a few valid causes and effects relating to many of the events covered. <i>E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).</i>

	5. Significance and interpretations	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Learner can consider one reason why an event or person might be significant. <i>E.g. Explain why we remember a particular explorer.</i>	Learner can identify a range of significant aspects of a theme , society, period or person and offer some comments on why they have selected these aspects. <i>E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</i>	Learner can provide some valid reasons for selecting an event , development or person as significant. <i>E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.</i>
Historical Enquiry	7. Using sources as evidence	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Learner can extract information from several different types of source including written, visual and oral sources and artefacts. <i>E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.</i>	Learner can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i>	Learner can critically evaluate the usefulness of sources and parts of sources to answer historical questions. <i>E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.</i>



National Curriculum Objective		Key Stage 1	
Working artistically	Creatively explore and develop ideas	<p>Use first hand observations of known objects to explore ideas.</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Begin to collect ideas in sketchbooks</p> <p>Begin to think what materials best suit the task</p> <p>Try ideas out and change their minds.</p> <p>Experiment with an open mind</p> <p>Try out a range of materials and processes and recognise that they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use.</p>	
	Evaluate and analyse creative works.	<p>Show interest in and describe what they think about the work of others</p> <p>Look at creative work and express clear preferences and give some reasons for these</p> <p>Recognise that ideas can be expressed through art work.</p> <p>Suggest ideas about what an artwork is trying to show.</p>	
Developing Skills & Techniques	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Painting</p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u></p> <p>Identify primary colours by name</p> <p>Mix primary shades and tones</p> <p><u>Texture</u></p> <p>Create textured paint by adding sand, plaster</p>	<p>Printing</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p><u>Colour</u></p> <p>Experiment with overprinting motifs and colour</p> <p><u>Texture</u></p> <p>Make rubbings to collect textures and patterns</p>



National Curriculum Objective	Key Stage 1
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<p>Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Discover how to use the voice to create loud and soft sounds.</p> <p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p> <p>Sing with a sense of the shape of a melody.</p> <p>Represent sounds with symbols.</p> <p>Improvise in making sounds with the voice.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p>
Play tuned and un-tuned instruments musically.	<p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p> <p>Play instruments showing an awareness of others.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Learn to play sounds linking with symbols.</p> <p>Understand how to play an instrument with care and attention.</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p>