

		Year 1 HISTORY	Topic 2: Whizz, Bang, Pop
<b>Key Assessment Questions</b> <i>When did Guy Fawkes live, who was he? What did he do? How do we know about Guy Fawkes? What is a source? Who are Catholics and Protestants? Did they get along in 1605? Why do we celebrate 5<sup>th</sup> November every year?</i>			
<b>SCHOOL VALUES (Autumn 2): Perseverance and Respect</b> Children will explore ideas of tolerance and respecting other views and religious beliefs in the context of Catholics and Protestants in 1600s. Why should we respect ideas that are different to our own? Why did the plotters think they had to be violent to be heard?			
		KNOW	DO
		UNDERSTAND	
Know that when looking at the past in Sparkhill, this was looking at the past <b>within living memory</b> because people can remember it.  Know that the Gunpowder Plot happened <b>beyond living memory</b> because no one who remembers it is still alive.		<b>VOCABULARY</b> Revisit terms: <b>past, present history, chronological, timeline, source.</b>  New vocabulary introduced: <b>Guy Fawkes, Protestants, Tudor Catholics, King James, Gunpowder Plot, parliament, history beyond living memory</b>	
<b>Misconceptions about Gunpowder Plot</b> <i>Fawkes was called Guido. He was always known as Guy. He was not the ringleader. It was Robert Catesby. The plotters did not break into the Houses of parliament. They actually took out a lease on the undercroft and had legal access. The barrels were built up over a number of months. Fawkes did receive the death penalty but not the hanging drawing and quartering of legend. Fawkes leapt from the gallows breaking his neck in the process. Other plotters escaped execution. Catesby and others were killed in a gunfight, while another died from illness before he could stand trial. There are no goodies and baddies in this account.</i>			
Chronological Understanding	<ul style="list-style-type: none"> <li>Know what the word <b>chronological</b> means where events are put in the correct time order.</li> <li>Know what a timeline is, and what it shows us.</li> <li>I know that <b>Tudor</b> means time of history in England when a family called Tudors were Kings and Queens of England.</li> <li>Know when Guy Fawkes lived, died and the night he had planned to blow up Parliament.</li> </ul>	Sequence the story or part of the story correctly of Guy Fawkes.  Plot Guy Fawkes and the gunpowder plot (5 Nov 1605) on a timeline, along with events of own life (see school timeline).	This unit builds on the concepts and vocabulary of past and present and extends the ideas of past in living memory versus the past beyond living memory.  The unit explores cause and effect (reasons why events happened) and an important historical event and figure.
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> <li>Know that a <b>source</b> tells us about the past.</li> <li>Know that the King in 1605 was called King James I</li> <li>Know that <b>Parliament</b> is an important building in London, where the government decides on things.</li> </ul>	Name a source that tells us about the gunpowder plot ( <i>letter sent to Lord Monteaagle</i> ). What does it tell historians about what Guy Fawkes wanted to do?  How can historians use sources to understand what happened in 1605 Gunpowder Plot? (Prove it!)*	Develop the idea of historical enquiry. The children should begin to ask questions about how we know about the past.
Enquiry: Cause & consequence, change & continuity, similarity & difference <b>Significance</b>	<ul style="list-style-type: none"> <li>Know that <b>Catholics</b> and <b>Protestants</b> are both kinds of Christians. Know that in 1600s they did not get on well.</li> <li>Know that every year on 5<sup>th</sup> November many people in the UK and around the world remember Guy Fawkes and the Gunpowder Plot.</li> <li>Know that Remembrance is a celebration that happens on 11th November every year.</li> </ul>	Show how historians understand why Guy Fawkes wanted to hurt the king ( <b>look at historian Dr John Cooper's reasons: "Catholics were hoping to be at peace with Protestants under King James 1 but that didn't happen. The houses of many Catholics were raided and their priests were killed."</b> )  Why do we remember bonfire night? Describe what Remembrance Day is and why we celebrate it.* What are memories?	Begin to see how historians think about the causes of the gunpowder plot.  <b>PSHE and British Values</b> Children should reflect on own beliefs about religious tolerance and British values.  <b>PSHE and British Values</b> Children should discuss why the gunpowder plotters felt they needed to use violence in order to be heard. Discuss British values of tolerance and respect.

**Year 1 Geography      Whizz, Bang, Pop**

<b>Assessment Questions</b>		
<ul style="list-style-type: none"> <li>- <i>What is an island? Where is Birmingham on a UK map?</i></li> <li>- <i>What are the 4 countries in the UK? What are their capital cities?</i></li> <li>- <i>What is a famous landmark in London? Why is it important in this topic (clue – Guy Fawkes)?</i></li> </ul>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b>            Know that the UK is an island surrounded by water.            Recognise a map of the UK and know where Birmingham is on the map.</p> <p>Know that England, Ireland, Scotland and Wales are the four countries that make up the UK.</p> <p>Know the names of the capital cities in England, Scotland, Ireland and Wales.</p> <p><b><u>Human and Physical Geography</u></b>            Know that <b>population</b> means how many people live in a place and I know that London has the largest population in UK.</p> <p><b><u>Geographical Skills and Fieldwork</u></b>            Know that the Houses of Parliament in London were there in 1666. I know this is a <b>landmark</b>.</p> <p>Show where China is on a world map.</p>	<p><b><u>Locational Knowledge</u></b>  <b>NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</b>            Find the UK on a world map.            Use a map of the UK to find the capital cities of England, Scotland and Wales and Northern Ireland and their seas.</p> <p><b><u>Human and Physical Geography</u></b>            Explain what population is and how London has the largest population in UK</p> <p><b><u>Geographical Skills and Fieldwork</u></b>  <b>NC: 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.</b>            Show where China is on a world map and name its Continent (where fireworks were invented).</p> <p><b>Use aerial photographs 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</b></p> <p>Study aerial photos and simple maps of London and find where Big Ben and the Houses of Parliament are.</p> <p>Identify landmarks in London (especially Houses of Parliament for Guy Fawkes)</p>	<p>In this unit the children will deepen their understanding of the UK and its position in the world. They will know that the United Kingdom is made up of four different countries and they will know the names of these countries and begin to locate them (with support) on a map of the UK.</p> <p>They will be introduced to a globe and a world map and will be able to find the UK on both.</p> <p>They will look at maps of London and some famous landmarks in London. They will look at Big Ben and Houses of Parliament, connecting how important this was during the gunpowder plot in 1666.</p> <p>.</p>
<p><b><u>Key Vocabulary</u></b>  <b>Countries – England, Ireland, Scotland, Wales, UK, island landmark population</b>  <b>Geography Core Concepts: Landmarks Population</b></p>		

**Year 1 MUSIC Topic 2: Whizz, Bang, Pop!**

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>music has a steady beat, like a heartbeat</li> <li>music can change dynamics, while the beat remains steady</li> <li>the tempo can change (which will affect how fast/ slow the beat is)</li> <li>instruments need to be played with control</li> </ul> <p><b>Vocabulary:</b></p> <p>beat</p> <p>dynamics</p> <p>pitch</p> <p>tempo</p> <p>body percussion</p>	<p><b>Music express 'number' (3)</b></p> <p>The children will play games to help them feel the beat and use actions to help them keep to a steady beat. They will use different body percussion to add a beat to Mr Macarella. Then they will add percussion instruments to the beat, changing dynamics and adding crescendos and diminuendos. Children will have a go at playing different instruments for different sections, and experiment with changing the tempo.</p> <p>Alongside this, children will also listen to music to explore the key musical elements they are looking at.</p> <p>They will use Tchaikovsky's 'Chinese dance' to explore how music can be grouped into sets of beats and group their actions into sets of 8 beats</p> <p>They will look at how a beat can change in a piece of music by listening to Grieg's 'In the hall of the mountain king', and talk about whether the tempo is getting faster or slower.</p> <p><b>Cross-curricular links:</b> In a lesson on fireworks, children will respond to music using movement and art to explore how different instruments, tempo and dynamics create images and feelings. (<a href="#">Debussy Feu d'artifice</a>, <a href="#">Stravinsky Feu d'artifice</a>, <a href="#">Handel Music for the Royal fireworks</a>)</p>	<p><i>In EYFS, children will have explored sounds, matching them to objects. They will have had a go at making patterns of sound. They will have done and hand and whole body movements to accompany songs and used instruments and other sound sources to accompany performances. They will have sung songs with a steady beat and will have explored changing the speed. In Year1, they need to be encouraged to start listening for it and to be able to talk about how it is changing.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>Pupils listen to, review, and evaluate music, including the works of the great composers</li> <li>Pupils explore tempo, structure, and appropriate forms of notation</li> <li>Pupils learn to sing and play a musical instrument</li> <li>Pupils create music on their own and with others</li> </ul>