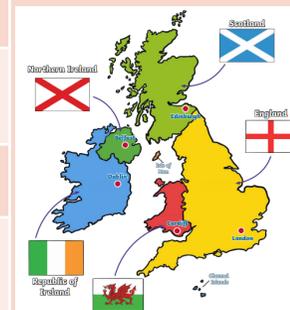


British Values

This is ME	Create realistic self-portraits (hair colour/skin tone etc.) ME shields – design symbols to represent self incl. favourite colours/subjects/foods etc.
This is US	Research and create simple family trees – discover family stories and places of origin Learn about own family’s culture and beliefs and those of classmates.
One Nation  Promoting British Values	Increase awareness that although unique, individuals share many common features, needs, hopes, aspirations as one nation. Develop tolerance, harmony and respect between different people/groups. Awareness of right and wrong, listening and respecting others’ opinion.

The Four Nations

Name, locate and identify characteristics of the 4 countries and capitals cities of the UK. Recognise 4 flags.
Use basic geographical vocabulary to refer to key physical and key human features.
Use world maps, atlases and globes to identify the UK and it’s countries
Use aerial photographs to recognise landmarks (human and physical)
Recall and recognise famous landmarks/buildings, traditional/national dishes and key people from the Four Nations



London

London Landmarks	Recognise and name famous London landmarks including The Shard, The London Eye, Buckingham Palace, The Gherkin etc.
London Skyline	Understand what a city skyline is, create outlines of landmarks and sunset pictures
London Past and Present	Find out some of the ways in which London has changed.
London in 17 th Century	Describe some of the ways in which how we live now is different to how people lived in 1666.

The Great Fire of London

The Great Fire of London Events	Find out about how the Great Fire of London started and spread.
Using Historical Sources of Information	Understand some of the ways in which we find out about the past and identify different ways in which it is represented through discovering the primary sources depicting the Great Fire of London. (Using primary sources – Samuel Pepys Diary)
After the Fire	Understand the ways in which London was changed and rebuilt after the Great Fire.

Vocabulary Introduced

self-portrait	When an artist makes a picture of themselves.
diary	A daily record of a person's experiences and thoughts.
source (historical)	Something that tells us about history . It may be a document, a picture, a sound recording, a book, a cinema film, a television program or an object.
landmark	A historic or important building.
past (event)	Gone by in time and no longer exists.
present	Existing in this time, current.
Map/atlas	A picture of a particular area of the earth or sky drawn or printed to scale on a flat surface.
Union Flag/Jack	The national flag of the United Kingdom.
town, city, countryside, village,	Physical geography terms when studying the four nations.

We Live in Britain - Whole School Big Ideas

Geography

Location, Physical Features, Human Features, Diversity, Physical Processes, Human Processes, Geographical Techniques & Fieldwork

History

Settlements, Beliefs, Culture & Pastimes, Location, Main Events, Food & Farming,

We Live in Britain - Whole School Key Themes

Geography

Place, Space, Scale, Environment, Inter-connection, Sustainability, Change.

History

Extinction, Ancestry, Empire, Independence, Invasion, Rebellion, Revolution, Protest, Tyranny, Democracy, Sources of Evidence, Monarchy, Republic, Freedom, Trade, Slavery.

Teaching Sequence

	Key learning	Activity
1	British Values – This is Me	Personal Portraits - identifying key features and what makes me special
2	British Values – This is Me	My Shield – Create a personal shield that shows, favourite things & family.
3	British Values – Our Community (HOMEWORK)	Use Ice-Cream template to create a ‘layered’ family tree showing different family generations and their locations/origins around the world. Share with class to reinforce understanding that families are very different and all unique.
4	The United Kingdom – Creative Collage	Recognise, name and colour correctly the four nation flags. Complete World Map jigsaw. Trace map of Britain. Model famous British foods/landmarks with play-doh.
5	The Four Nations	Using the atlases, label UK map with capital cities for the four nations – HA children can extend learning by identifying the surrounding oceans/seas.
6	London – Capital city landmarks	Recognise and name some of the famous London landmarks, create painted pointillism pictures following the key shapes, lines and colours of the buildings.
7	London - Skyline	Revise names of key London landmarks. Trace then freehand draw skyline outline. Create graduated sunset background with watercolours paints. Copy skyline on to black card to create silhouette/shadow effect, add chalk details.
8	Significant events and places in our locality - War Memorials	Visit War Memorial twice (once before Remembrance Day, once on/after) – compare and contrast (using primary sources). Compare and contrast Clipston’s War Memorial with other local and National War Memorials.
9	Significant people in our locality – Walter Tull	Identify differences and similarities between ways of life in different periods in the context of comparing present-day living to how people lived 100 years ago.
10	England	Recognise and name capital city, flag name, famous landmarks/people/food using safe-search google and creating posters (Y1)/non-chronological reports(Y2).
11	Scotland	Recognise and name capital city, flag name, famous landmarks/people/food using safe-search google and creating posters (Y1)/non-chronological reports(Y2).
12	Wales	Recognise and name capital city, flag name, famous landmarks/people/food using safe-search google and creating posters (Y1)/non-chronological reports(Y2).
11	Northern Ireland	Recognise and name capital city, flag name, famous landmarks/people/food using safe-search google and creating posters (Y1)/non-chronological reports(Y2).
12	London – Past and Present	Develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666. Find out some of the ways in which London has changed.
13	London – Life in 17 th Century	Identify differences and similarities between ways of life in different periods in the context of comparing present-day living to how people of London lived during 1666. Describe some of the ways in which how we live now is different to how people lived in 1666.
14	The Great Fire of London - Events	Know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started. Find out about how the Great Fire of London started and spread.
15	The Great Fire of London – Using historical sources of information	Understand some of the ways in which we find out about the past and identify different ways in which it is represented through discovering the primary sources depicting the Great Fire of London (using primary sources – e.g. Samuel Pepys Diary)
16	The Great Fire of London – After the Fire	Understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.