

FOUNDATION SUBJECT / LEARNING THEME

**HISTORY**

**Learning theme:**  
Florence Nightingale and Edith Cavell

**Content:** Who was Florence Nightingale? Who was Edith Cavell? What difference did they make? Who was the more influential nurse?

**Key skills developed:** Place events in chronological order; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; sort and weigh up conflicting accounts of the past; find out about the past from a range of sources of information and develop their own perspective; ask and answer enquiry questions and questions about the past. Compare the lives of Florence Nightingale and Edith Cavell.

**Home learning:** Research as preparation for debate: 'Who was the more influential nurse: Edith Cavell or Florence Nightingale?'

**Trip:**  
Florence Nightingale Museum

**Learning theme:**  
The Great Fire of London

**Content:** When and where did the fire start? Why did it start? Why did it spread so rapidly and far? Why was it difficult to put the fire out? How did people escape from the fire? When and how did the fire end? Was the Great Fire a Blessing or a Curse?

**Key skills developed:**  
Place events in chronological order; use words and phrases relating to the passing of time (e.g. before, after, a long time ago, past); recognise why people did things, why events happened and what happened as a result; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past. Answer the enquiry question: 'Was the Great Fire of London a Blessing or a Curse?'

**Home learning:** Research: 'Was the Great Fire a Blessing or a Curse?'

**Trip:**  
London Fire Brigade Museum and Fire of London workshop at the National Archives

N/A

**Learning theme:** Life in Barnes.

**Content:** History of local area (The Wetlands Centre and Barnes Pond) – learning about significant people and places in their own locality

**Key skills developed:** Place events in chronological order; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past.

N/A

	GEOGRAPHY	N/A	N/A	<p><b>Learning theme: Japan</b></p> <p><b>Content:</b> How is Japan similar and different to the United Kingdom? What would it be like to live in Japan? Is Tokyo a safe place to live?</p> <p><b>Key skills developed:</b> Ask geographical questions; express their own views about people, places and environments; use geographical vocabulary; use globes, maps and aerial photographs at a range of scales; use simple compass directions and locational and directional language; use secondary sources of information; identify and describe what places are like; identify and describe where places are; recognise how places compare with other places and recognise how places are linked to other places in the world.</p> <p><b>Trip:</b> Voyage Discovery Tour at the Victoria &amp; Albert Museum</p>	<p><b>Learning theme: The Local Environment</b></p> <p><b>Content:</b> A local area study of Barnes and compare the locality with a village in the Lake District and our partner school in Rusuzumiro, Rwanda.</p> <p><b>Key skills developed:</b> Ask geographical questions; express their own views about people, places and environments; use geographical vocabulary; use fieldwork skills; use maps and plans at a range of scales; make maps, plans and construct basic symbols in a key; identify and describe what places are like; identify and describe where places are; recognise how places have become the way they are and how they are changing; recognise how places compare with other places by studying the human and physical geography of those places; make observations about where things are located and about other features in the environment; recognise changes in physical and human features and recognise changes in the environment; recognise how the environment may be improved and sustained; recognise how places are linked to other places in the world.</p>
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	<p><b>DESIGN</b></p> <p><b>TECHNOLOGY</b></p>	<p><b>Learning theme:</b> Design and Make a Bread Product</p> <p><b>Content:</b> Design and make a bread product for Thomas Farynor to sell in his bakery.</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.          To use the basic principles of a healthy and varied diet to prepare food products.          To understand where food comes from.</p>	<p>N/A</p>	<p><b>Learning theme:</b> Mechanisms</p> <p><b>Content:</b> Design and make moving pictures using simple mechanisms to retell 'The True Story of the Three Little Pigs' by Jon Scieszka and Lane Smith.</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To generate, develop and model and communicate their ideas through talking, drawing and creating templates of their design where appropriate.          To select from and use a range of equipment to perform practical tasks.          To select from and use a wide range of materials and components.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.</p>	<p><b>Learning theme:</b> Make Japanese sushi</p> <p><b>Content:</b> Write instructions for and make sushi</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.          To use the basic principles of a healthy and varied diet to prepare food products.          To understand where food comes from.</p>	<p><b>Learning theme:</b> Make and prepare a range of salads (Food Revolution Day – Jamie Oliver)</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.          To use the basic principles of a healthy and varied diet to prepare food products.          To understand where food comes from.</p>	<p><b>Learning theme:</b> Design and Make a glove puppet</p> <p><b>Content:</b> Design and make a puppet of a character linked to text studied</p> <p><b>Key skills developed:</b>          To design and make a purposeful, functional and appealing product based on a design criteria.          To generate, develop and model and communicate their ideas through talking, drawing and creating templates of their design where appropriate.          To select from and use a range of equipment to perform practical tasks.          To select from and use a wide range of materials and components.          To explore and evaluate existing products.          To evaluate their ideas and products against a design criteria.</p>
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	<p><b>ART</b></p>	<p><b>Focus:</b> Create picture of The Great Fire of London</p> <p><b>Content:</b> design and build houses from 1666 using balsa wood, burn the houses and take photographs of the flames, use photographs/videos as inspiration to create pictures of fire using a range of media, draw and cut out silhouette of London skyline.</p> <p><b>Key skills:</b> Investigate the possibilities of a range of materials; try out tools and techniques and apply these to materials and processes, including drawing; represent observations, ideas and feelings, and design and make images; review what they and others have done and say what they think and feel about it; identify what they might change in their current work or develop in their future work and explore visual elements including pattern, line and shape.</p>	<p>N/A</p>	<p>Arts week project (week long) – depends on annual whole school focus</p>	<p><b>Focus:</b> Colour mixing to make primary and secondary colours based on ‘The Great Wave of Kanagawa’ by Hokusai; create shades of one particular colour</p> <p><b>Key skills:</b> Investigate the possibilities of a range of materials; try out tools and techniques and apply these to materials and processes; represent observations, ideas and feelings, and design and make images; review what they and others have done and say what they think and feel about it; identify what they might change in their current work or develop in their future work; explore visual and tactile elements including colour and texture and discuss the differences and similarities in the work of artists in different times and cultures.</p>	<p>N/A</p>	<p>N/A</p>
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