YEAR 3 /4 River Thames Summer 2024

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| Topical Context | Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Understand how the River Thames and surrounding area has changed over time To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the past. To suggest causes and consequences of some of the main events and changes in history. |
| Learning Thread Focus | To understand the importance of the river Thames on lifestyle, trade, culture and community  Prior Learning: KS1 Great Fire of London-The people of London used the Thames to transport their possessions on to boats and away from the fire. Our World- Pollution of the planet Future Learning- UKS2- Tudors and Victorians Extreme weather- Thames Flood Barrier |
| Learning Characteristics explicit teaching | https://lh3.googleusercontent.com/giBFa55HolixPoY67ikh9cvGWVm_ggJGrXABXo18Zc4h_PqzouBEtxLv4qGXKhYaBBW-vN23WHYkHP0CdKrbtRXgIexkoJ7D5c27c4K8ru5dnS7lTAzxPzfNdycp9fO0d9Ne4yP2flGpZu81fsKmqo7g6TWT2edMOwPcPuhEtWHCcG_Rw92hIXdzUHJtvotNmgGTWwhttps://lh6.googleusercontent.com/EB1ZpqfnJVuUZtbxD_UjHUb-OyGoJJTe3c17OZpiJffOTDTpIRCvmoGvpPmACvwrVhfOkHZRmePNJJEL9ojYGdJVPYLyfOV6PJd93bUF-8MGliXG3vmM-cdseoFT7dFbD6E_Bjcmw5cGkm42MgdypCOefeDaYLAXO0ZyejvPC6mT7ZPifKpHDGZ_izzIYHkboGpQhttps://lh3.googleusercontent.com/_2DuLhQqCj062TAsHnnGsP_TPY4N3wLb5-FdgsFJ2dSwm1g5phGipnxYgy-6i3_D9QO-vaf_Lr5PAqMAiD4Xe9c4K4CEvlurjsV2Wimb8UdzPWIk_YS2ONCTxN1NjsKnRycfeKdr1G4J4FiVrL_xF4kTGNLG_Uh4tq-5-0X-ukuVqLJ84gku-cd0zhi5SREhjY8n |
| Core Knowledge and in depth study | Where is the source and the mouth of the River Thames? Which places does it pass through? What is the River Thames used for? How has this changed over time? How important is the Thames to the people of London? What has been done to prevent it from flooding? |
| Key Vocabulary | Revolting, pollution, contaminated, epidemic, purify, sewer, sewerage, putrid, Nightsoil men, cholera, Parliament Mouth, source, estuary, barrier, embankment, reservoir Great Stink, Frost Fairs, Reconstructed |
| Cross Curriculuar links and wider influences | |  | | --- | | Key Texts- The Miraculous Sweet makers-The Frost Fair (Natasha Hastings)  The Great Stink (Coleen Paeff)  A Street Through Time  Maths- co-ordinates, direction, scale (height of model landmark)  Art- Alfie Carpenter (local collage artist)  • Select and arrange materials for a striking effect.  • Ensure work is precise.  • Use coiling, overlapping, tessellation, mosaic and montage.  • Include texture that conveys feelings,  expression or movement.  • Add materials to provide interesting detail  DT  Illumination of the Thames- use series and parallel circuits to illuminate a London landmark. |   Science- filtering water |
| Learning experiences/ educational visits | Boat Trip along the River Thames |

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| **Timeline of key events- class timeline** | | |
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| 1 | AD43 | Romans settled in Britain |
| 2 | 1078 | Tower of London built |
| 3 | 1176 | First London bridge commissioned |
| 4 | 1700’s | Frost Fairs held |
| 5 | 1815 | Passenger steam boats |
| 6 | 1830 | New bridge built |
| 7 | 1858 | The Great Stink |
| 8 | 1894 | Tower Bridge |
| 9 | 1983 | Thames Barrier completed |
| 10 | 2016 | Flotilla of ships sail down the Thames for the Queen’s 90th Birthday. |