



Topic Title: Splen	ndid Skies		
English	Maths		
Reading In Year 1 it is imperative to adopt a personalised approach tailored to each child's proficiency level. Assessing the reading abilities of individual students is paramount in order to provide appropriate support and challenges. For those requiring additional assistance, targeted interventions and focused guidance will be implemented to accelerate progress. For advanced readers, enriching activities and complex texts will be introduced to deepen comprehension and enhance critical thinking skills. Regular assessments and progress monitoring will be conducted to track development and adjust interventions accordingly. Furthermore, fostering a love for reading and promoting independent learning are integral components of the reading curriculum. By cultivating a nurturing and stimulating environment, each child is empowered to reach their fullest potential in reading.	 Addition and Subtraction Addition – Add Together Demonstrate an ability to add two single-digit numbers using concrete objects, pictorial representations, and mentally (up to 20). Use number bonds and related subtraction facts to support quick recall. Addition – Add More Pupils should be able to add a small number (1 or 2) to a given number up to 20 and explain the process using correct mathematical terminology. Work confidently with number sentences and be able to discuss their methods verbally or using manipulatives. 		
 Writing – non-fiction In this unit, we will explore the popular children's story, "We're Going on a Bear Hunt" by Michael Rosen. We will learn how to create a story map, use capital letters for names and places, use the personal pronoun "I", retell and rewrite the story, innovate it with out ideas, and write descriptive sentences. By the end of the unit, students will have developed essential writing skills, from crafting story maps to descriptive writing. These activities will allow them to enjoy the storytelling process will expressing their creativity. Writing – fiction In this unit, we look at instructions. We learn the importance of clear and precise instructions. We then move on to looking at how instructions are presented including, a title, bullet points, imperative verbs and the use of visuals. Once we are confident with these grape we begin to thick about writing out own instructions. First we think if a 	 3. Addition Problems Solve simple one-step problems involving addition, using objects and pictorial representations, including those involving numbers, quantities, and measures. Apply their increasing knowledge of mental and written methods in practical contexts. 4. Find a Part Understand the concept of partitioning numbers in different ways (including finding the parts that make up a whole number) and use this skill to solve problems. Recognise the part-whole relationship inherent in addition. 		





design, then draw our design, next we listen the materials needed, and finally we write Use subtraction to find a part given the whole and another part using ٠ step-by-step instructions. practical equipment, including number lines and structured number grids. Develop methods to find the difference by counting up from the smaller ٠ number to the larger number. 6. Fact Families - The Eight Facts Recognise and use fact families involving addition and subtraction • within 20 (e.g., knowing that 8 + 5 = 13, 5 + 8 = 13, 13 - 8 = 5, and 13 - 5 = 8). Show understanding that these facts are related to each other. ٠ 7. Subtraction - Take Away/Cross Out (How Many Left?) • Subtract single-digit numbers from numbers up to 20 by using concrete objects, pictorial representation, and mentally. Develop understanding of subtraction as 'taking away' and exploring 'how many are left' scenarios through practical activities. 8. Take Away (How Many Left?) • Build on their skills to solve problems involving subtraction in real-life scenarios, like taking items away from a group and determining how many are left. Engage with varied and frequent practice with increasingly complex ٠ problems over time. 9. Subtraction on a Number Line Use a number line to demonstrate and solve subtraction problems. • Understand and explain the process of jumping back in steps on a number line to find an answer. 10. Add or Subtract 1 or 2 • Quickly and accurately add or subtract 1 or 2 from a given number up to 20, using mental strategies and without relying on physical counting methods.





• Explore the impact of adding and subtracting small increments in

different contexts such as time, measurement, and money.
Shape
Recognise and Name Common 2-D Shapes
 Identify and name basic 2-D shapes such as circles, triangles, squares,
and rectangles.
Discuss the properties of these shapes, including the number of sides
and vertices.
Recognise and Name Common 3-D Shapes
 Identify and name common 3-D shapes including spheres, cubes,
cylinders, and cones.
Recognise these shapes in different orientations and sizes.
Sort 2-D Shapes
Sort a mixed set of 2-D shapes based on specific attributes such as
type of sides (straight or curved) and number of sides.
Explain the reasoning for their sorting using appropriate mathematical
terminology.
Sort 3-D Shapes
Sort 3-D shapes based on attributes such as flat and curved surfaces or
according to the number of edges.
Verbally justify their sorting criteria, using terms like 'faces', 'edges', and
'vertices'.
Create and Describe Patterns with 2-D and 3-D Shapes
Create repeating patterns using a combination of 2-D and 3-D shapes.
Describe the patterns they create, recognising and explaining the
repeat element of the pattern.





RE	PSHE	
Incarnation CORE: • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. •Decide what they personally have to be thankful for at Christmas time Digging Deeper: • Recognise that Incarnation is part of the 'Big Story' of the Bible. •Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. •Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he i worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of	PSHE Don't Forget to Let Love In • Courage and introduction to the first principle • PANTS: Learning about appropriate and inappropriate contact • Truth or Lies: Differentiating between truths and lies about us • Would you Rather? Game of preference • Marshmallow Test: Learning that there is a choice in spending and saving • Taking Care of Me Ways to take care of ourselves everyday • Reflection and self-evaluation	
getting reddy for Jesus Coming. Music	PF	
Musicianship:	Teacher Led: Gymnastics	
- Finding and keeping a steady beat	Body Management moves including:	
-Simple rhythmic patterns using long and short	Rebound jumps	
-Simple melodic patterns using high and low	Tucked dish	
Listen and Respond: Selection of songs (see overview)	Back support	
Singing: Selection of songs (see overview)	Staddle sit	
Playing: Glockenspiel – notes C,D,E F# (3 levels)	Arch	
Courage Resilience	Honesty Kindness	

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"





Improvising and composition: (3 options)

- Improvise with the Song
- Compose with the Song C D E F#
- Create a Graphic Score:

Performing: Perform and share what has taken place in the lesson

- Front support
- Splits (leading in if necessary)
- Shoulder flexibility
- Broad jump

Application:

Sequence performed in a floor exercise: Forward roll, teddy bear roll, one foot stand, stretch jump and landing Vault work:



TSC Led: Gymnastics

Pupils will be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities- building on a range of balances, transitions and understanding to create sequences.

- Jumping and landing
- Balance and agility
- Coordination
- Position and direction
- Gym 2D and 3D shapes with their body

Fundamental Movement Skills addressed

Locomotor- Running, Walking, Hopping, Jumping (height & distance), Skipping, Dodging, Galloping

Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending,

Twisting

Object Control- Control





French	Computing
An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories. Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.	 <u>Creating Media – Digital Painting</u> To describe what different freehand tools do To use the shape tool and line tool To make careful choices when painting a digital picture To explain why I used the tools I did To use a computer on my own to paint a picture
Connected Cu	rriculum
Science)
Substantive Knowledge	Disciplinary Knowledge
Playing in the Wind	Asking Questions
What is Wind?	What can we observe about the wind when we are outside?
Wind is air that is moving.	How does the wind affect the things around us, like trees or kites?
It is caused by the uneven beating of the Earth's surface by the sun	Conducting Simple Experiments
Wind can feel different depending on how strong it is	Making Observations. Notice now the wind directs directing objects, such as leaves falling or kites flying
wind can reer americal depending of now strong it is.	Using an Anemometer: Create a simple version and take it outside to
How We Can Feel the Wind	measure wind speed at different times.
Feeling the Wind: When we go outside on a windy day, we can feel the wind blow on our	Communicating Findings
faces.	Share what you observed with friends or family.
Experiencing Wind:	• Discuss how the wind can change throughout the day.
Flying Kites: Kites can soar high in the sky with the help of the wind.	
Blowing Windmills: Wind can make windmills spin!	Scientific Skills
Holding Up Items	Observation: Watching how shadows change shape and position.
Control load out your part to feel how the wind fills it you	Measuring: Using a ruler or tape measure to determine the length of
Coats: Hold out your coat to reel now the wind hills it up.	Becording: Drawing and noting observations at different times of the
Carrier Bags: Let a plastic bag fly in the wind.	day
Cotton Sheets: A cotton sheet held up can billow beautifully in the wind.	Inquiry Skills
Measuring Wind Speed	Predicting: Guessing where shadows will be at different times
	throughout the day.





Anemometer: This is a tool that measures how fast the wind is blowing.

Simple anemometers can be made with cups or plastic bags on a stick.

The faster the wind blows, the faster the cups spin!

Endpoints

- 1. Describe what wind is and how it can be felt in various ways.
- 2. Identify and explain at least two activities that can be done on a windy day.
- 3. Understand and explain how to use an anemometer to measure wind speed.
- 4. Share their observations and experiments with peers in a clear manner.

Shadow Play

What is a Shadow?

A shadow is a dark shape that appears on a surface when an object blocks light. It is created when light from a source is obstructed by an object.

Light Sources

Natural Light Sources:

The Sun is the main natural light source during the day.

Artificial Light Sources:

Light bulbs and torches that create shadows indoors.

How Shadows Work

Light from the source travels in straight lines.

When it hits an object, some light is blocked, creating a shadow.

The size and shape of a shadow depend on the position of the light source and the object.

Movement of Shadows

As the position of the light source changes (like the sun moving across the sky), the shadow of an object will also change in size and direction throughout the day.

- **Experimenting**: Using various objects to see how they affect the shadow's shape and length.
- **Comparing**: Noticing differences in shadow lengths during morning versus afternoon.

Scientific Skills

- Observation: Carefully watching changes in materials over time.
- **Comparison:** Noting the differences and similarities between results from sunlight and shade.
- **Hypothesis:** Making predictions about what might happen based on prior knowledge.
- Communication: Sharing findings and ideas with classmates.

Observing

- Daily observation of temperature using a thermometer.
- Note the highest temperature and lowest temperature of the day. **Comparing**
 - Compare the recorded temperatures from different days.
 - Discuss reasons why temperatures might change (e.g., weather conditions).

Analysing

- Look for patterns in the temperature data.
- Ask questions like: "Which day was the hottest?" and "How did it feel outside?".

Communicating

- Share findings through a simple report or presentation.
- Use charts to visually show temperature trends over the week.

Collecting Weather Data

- Students can collect weather data daily, noting:
 - Temperature (hot, warm, cool, cold)
 - Weather type (sunny, rainy, cloudy, etc.)
 - Windy conditions (none, mild, strong)





Shadows are longest early in the morning and late in the afternoon and shortest when the sun is highest in the sky.

Materials for Creating Shadows

Play equipment: toys, blocks, or any solid objects.

Natural materials: plants or outdoor features (e.g. trees, benches).

Scientific equipment: a flashlight or lamp.

Endpoints

- 1. Understand what shadows are and how they are formed.
- 2. Describe how the sun's position affects the size and shape of shadows.
- 3. Draw and record shadow lengths at regular intervals throughout the day.
- 4. Use simple scientific vocabulary related to light and shadows.

Effects of the Sun

What are Thermo Beads and Light-Sensitive Papers?

Thermo Beads: Small beads that change colour when exposed to heat (temperature). Light-Sensitive Papers: Papers that change colour when exposed to sunlight (light).

The Sun's Effects

The Sun gives off light and heat.

Light can help us see and can cause changes in materials, like light-sensitive paper. Heat can warm up materials, causing changes in colour for thermo beads.

Observations to Make

In the Sun: What happens to the thermo beads and paper when they are in direct sunlight?

• Use a simple chart or table to record their findings.

Analysing Weather Data

- After a period of data collection (e.g., two weeks), students can:
 - o Count how many times each type of weather occurred.
 - \circ $\;$ $\;$ Identify which type of weather was most common.
 - Discuss any patterns seen in the weather over the days.

Drawing Conclusions

- Use the gathered data to form conclusions:
 - What was the most common type of weather in this season?
 - How did the weather change over the course of the data collected?
 - \circ $\$ How do these changes relate to expected seasonal weather?

<u>Science Kids - Shadows</u>

- BBC Bitesize Light and Shadows
- <u>National STEM Centre Teaching Resources</u>
- BBC Bitesize Science Light and Heat
- The Science of Light: Exploratorium
- National Geographic Kids Sun and Light
- <u>BBC Bitesize Measuring Temperature</u>
- National Geographic Kids What is Temperature?
- <u>Education Scotland Thermometer Activity</u>
- STEM Learning Practical Activities for Measuring Temperature
- <u>Met Office Weather Explained</u>
- <u>BBC Bitesize Weather</u>
- National Geographic Kids Weather





In the Shade: What happens to the thermo beads and paper when they are in a shadow or shaded area?

Discuss the differences in results between the two conditions.

Endpoints

- 1. Understand what thermo beads and light-sensitive papers are.
- 2. Observe and describe the reactions of these materials in sunlight and shade.
- 3. Communicate the differences observed and suggest possible reasons for them.

Measuring Temperature

What is Temperature?

- Temperature tells us how hot or cold something is.
- We measure temperature in degrees (°C).
- Thermometers are tools used to measure temperature.

Types of Thermometers

- Mercury Thermometer: Uses mercury to show temperature on a glass tube (not suitable for children).
- Digital Thermometer: Displays the temperature on a digital screen; safe and easy to read.

Understanding Scales

- Standard Measure: Degrees Celsius (°C).
- Non-standard Measure: Using everyday items (like fingers or objects) to compare temperature without precise measurement.

Reading Scales

- Look for the number where the liquid rises in the thermometer.
- Start from zero and count the degrees upwards.





• Make sure you understand the increments in between numbers.

Recording Data

- Create a simple chart to record the daily temperature.
- Use pictures or symbols for non-standard measures (e.g., a sun for hot, a snowflake for cold).

Endpoints

- 1. Use a thermometer safely to measure temperature.
- 2. Read and compare temperatures in degrees Celsius.
- 3. Create and interpret a simple chart displaying their recorded temperatures.
- 4. Understand how temperature can change over time (daily fluctuations).

Typical Weather

What is Weather?Weather describes the state of the atmosphere at a certain place and time.Key elements of weather include:Temperature: How hot or cold it is.Precipitation: Rain, snow, sleet, or hail.Wind: The movement of air, which can be gentle or strong.Cloudiness: The amount and type of clouds in the sky.Types of WeatherSunny: Clear skies and lots of sunshine.Cloudy: Overcast skies with many clouds.Rainy: Wet weather with falling rain.Snowy: Cold weather with falling snowflakes.Windy: Breezy conditions with noticeable air movement.

CourageResilienceHonestyKindnessMatthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"





Seasons in England	
Spring: March to May; milder temperatures, budding plants, longer days.	
Summer: June to August; warmest season, longer daylight hours.	
Autumn (Fall): September to November: cooler temperatures leaves change colour	
Winter: December to Eebruger: coldest season, shorter davlight hours	
The desisted	
Enapoints	
1. Identify and classify different types of weather.	
2. Explain the typical weather associated with each season.	
3. Record and interpret weather data over a set period.	
Geograpi	ny
Substantive Knowledge	Disciplinary Knowledge
Weather Watcher	Observing Weather
Types of Weather:	Key Weather Instruments:
Sunny	Inermometer
Cloudy	Anemometer
Rainy	Rain gauge
windy	weather vane
Showy	Reporting Weather Data:
Magauring Weather Changes:	Recording weather black.
Use of weather symbols	Recording daily weather observations
Recognising changes in the weather	Understanding Seasons
Seasons	Seasonal Chanaes:
	Identifying characteristics of each season
Seasons in the UK:	Understanding cyclical nature of seasons
Spring	Impact of Seasons:
Summer	How seasons affect daily life and activities
Autumn	
Winter	Using a Compass
	Understanding cardinal directions





Characteristics of Each Season:	Learning to use a compass rose
Changes in temperature	Practicing locating places on a map by direction
Changes in daylight hours	
Changes in types of weather	Reading Aerial Maps
Changes in nature (e.g., leaves falling in autumn)	Identifying and understanding symbols
	Relating symbols to real objects in the school environment
Aerial Map of School	Using directions to describe locations on the map
Features on an Aerial Map	
Buildings (school, playground, hall)	Creating Aerial Maps
Trees	Drawing simple maps with key features
Roads	Using symbols consistently and accurately
Fields	Adding directions to show relationships between features
Play areas	Google Earth for Kids
Car park	BBC Bitesize - Maps and Atlases
Fence	National Geographic Kids - Maps
Footpath	
Symbols on an Aerial Map	
School building: a rectangle	
Trees: small circles	
Roads: lines	
Fields: blank spaces	
Play areas: squares	
Car park: small rectangles	
Fence: small squares	
Footpath: dotted lines	
Cardinal Directions	
North	
East	
South	
West	





Endpoints	
1. Identify key features on an aerial map of their school (e.g., buildings, trees,	
roads).	
2. Recognise and interpret symbols commonly used on maps.	
3. Use cardinal directions to describe locations accurately.	
4. Create a simple aerial map of their school, including key features and symbols.	
Explain the relative positions of different places using directional language.	
Art	
Substantive Knowledge	Disciplinary Knowledge
Remembrance Day	Art Skills:
Remembrance Day, also known as Armistice Day, is a memorial day observed in the	Cutting: Using scissors to carefully cut out shapes and parts.
United Kingdom and Commonwealth countries to honour the members of the armed	Gluing: Applying glue to attach pieces together.
forces who lost their lives in conflict.	Arranging: Placing pieces strategically to create a desired composition.
Poppy Symbol: The red poppy symbolizes remembrance and is used to commemorate	Layering: Overlapping pieces to create depth and texture.
those who have died in war.	Materials and Techniques:
	Materials:
Collage: A collage is a piece of art created by gluing or pasting various materials onto a	Coloured paper: Different shades of red, black and green.
surface to create an image or design.	Glue stick: Preferably non-toxic for safe use.
	Scissors: Child-safe with rounded tips.
Endpoints:	Pencil: For marking and outlining.
Identify Remembrance Day as a Memorial Day	Techniques:
2 Recognize the significance of the poppy as a symbol of remembrance	Cutting out poppy shapes: Practice cutting around simple shapes, such as
3. Demonstrate skills in cutting and gluing paper.	circles and petals.
 Create a collage of a poppy using layering techniques. 	Layering petals: Assemble different-sized red petals to create a three-
Understand basic safety precautions during art activities.	
· · · · · · · · · · · · · · · · · · ·	Adding a black centre: Cutting and sticking a smaller circle at the centre of the
Weather Themed Art	poppy.
J M W Turner was a famous English artist known for his landscape and marine	Creating stems: Cutting and arranging green paper to resemble flower stems
paintings.	Weather Drinting
He is particularly renowned for his dramatic and atmospheric depictions of weather.	Weather Painting
	Use watercolours of acrylic paints to paint clouds.
	mix white, grey, and blue tones to achieve realistic scenes depth





Weather plays a significant role in Turner's works, influencing the mood and feeling of	Tate Kids - J M W Turner
his paintings.	BBC Bitesize - Art and Design Year 1
Turner's paintings often feature vibrant colours, swirling clouds, and dynamic skies to	
capture the essence of different weather conditions.	
Identifying Weather in Paintings by J M W Turner:	
Stormy Seas: Look for dark, turbulent waves, cloudy skies, and strong wind in the	
painting.	
Sunset: Notice warm colours like orange, red, and pink in the sky when the sun is setting.	
Rainy Day: Identify grey clouds, falling raindrops, and wet surfaces in the painting.	
Snowy Landscape: Look for white snow covering the ground and frosty trees in the	
scenery.	
Endpoints:	
1. Students will be able to identify different weather conditions in paintings by	
J M W Turner.	
2. Students will develop their descriptive language skills by talking about the	
weather in artworks.	
Students will express their creativity by creating weather-themed paintings	
Design and Tec	hnology
Substantive Knowledge	Disciplinary Knowledge
Animal Puppets	Drawing and Designing:
Animals: Discuss different animals and their characteristics.	Draw and label their animal puppet design.
Materials: Identify different fabrics, threads, and sewing tools.	Consider how their puppet will look and function.
Sewing: Learn basic sewing techniques such as running stitch and whip stitch.	Selecting Materials:
Design: Explore creating designs and patterns for animal puppets.	Choose appropriate materials for their puppet, considering texture and
Safety: Understand the importance of using tools safely.	durability.
	Cutting and Assembling:
Endpoints	Use scissors to cut out the puppet pieces.
1. Identify different animals and their characteristics.	Assemble the parts together using glue or tape.
2. Choose suitable fabrics and threads for puppet making.	Sewing:
2 Demonstrate basis souring techniques to greate animal purposts	Learn basic sewing techniques with adult supervision.
3. Demonstrate basic sewing techniques to create animal puppets.	Attach fabric pieces together for a more complex puppet design





Bilitory Substantive Knowledge Disciplinary Knowledge The Margate Storm Timeline of Important Events or Concepts: 15th-16th October 1987: The Great Storm hits the UK. Chronological Understanding: Students should be able to place the events of the Margate Storm and the lifetime of Sir Francis Beaufort into a simple chronological framework. 20th October 1987: Clear-up operations continue in Margate. Communicating Historical Information: Learners should be able to recount in simple terms aspects of the Margate Storm and the life and achievements of Sir Francis Beaufort. National Answering Questions: Pupils will be encouraged to ask and answer questions about the Margate Storm and Sir Francis Beaufort to show an understanding of these historical to pics. Winds reached speeds of over 100mph in some areas, causing significant damage. Many trees were uprooted during the storm, blocking roads and causing havoc. Endpoints: 1 What a storm is and the impact it can have. 2. How emergency services help during natural disasters. 3. National Maritime Museum - Sir Francis Beaufort 4 Boyal Museums Greenwich - Beoufort Wind Force Scale	 Design and create a unique animal puppet. Evaluate their finished puppet and suggest improvements. 	Evaluating and Improving: Reflect on their puppet design and consider ways to make it better. Identify any weaknesses and suggest improvements. • Sewing for Kids: Easy Sewing Projects for Kids • BBC Bitesize - Design and Technology KS1
Substantive Knowledge Disciplinary Knowledge The Margade Storm Timeline of Important Events or Concepts: 15th-16th October 1987: Clean-up and rescue operations begin. 20th October 1987: Clean-up and rescue operations continue in Margate. Interesting Facts: The Margate Storm of 1987 was part of a much larger storm that affected the whole of the Wr. Winds reached speeds of over 100mph in some areas, causing significant damage. Many trees were uprooted during the storm, blocking roads and causing havoc. Endpoints: 1. What a storm is and the impact it can have. 2. How emergency services help during natural disasters. 3. The importance of working together to clean up and help those in need after a storm. Stir Francis Beaufort 4. Royal Museums Greenwich – Beaufort Wind Force Scale Stir Francis Beaufort 4. Royal Museums Greenwich – Beaufort Wind Force Scale	History	
The Margate Storm Timeline of Important Events or Concepts: Isth-lifth October 1987: The Great Storm hits the UK. 17th October 1987: Clean-up and rescue operations begin. 20th October 1987: Clean-up operations continue in Margate. Interesting Facts: The Margate Storm of 1987 was part of a much larger storm that affected the whole of the UK. Winds reached speeds of over 100mph in some areas, causing significant damage. Many trees were uprooted during the storm, blocking roads and causing havoc. Endpoints: 1. What a storm is and the impact it can have. 2. How emergency services help during natural disasters. 3. The importance of working together to clean up and help those in need after a storm. Sir Francis Beaufort Royal Museums Greenwich - Beaufort Wind Force Scale Sir Francis Beaufort Royal Museums Greenwich - Beaufort Wind Force Scale	Substantive Knowledge	Disciplinary Knowledge
	The Margate Storm Timeline of Important Events or Concepts: I5th-16th October 1987: The Great Storm hits the UK. I7th October 1987: Clean-up and rescue operations begin. 20th October 1987: Clean-up operations continue in Margate. Interesting Facts: The Margate Storm of 1987 was part of a much larger storm that affected the whole of the UK. Winds reached speeds of over 100mph in some areas, causing significant damage. Many trees were uprooted during the storm, blocking roads and causing havoc. Endpoints: 1. What a storm is and the impact it can have. 2. How emergency services help during natural disasters. 3. The importance of working together to clean up and help those in need after a storm. Sir Francis Beaufort Timeline of Sir Francis Beaufort	Chronological Understanding: Students should be able to place the events of the Margate Storm and the lifetime of Sir Francis Beaufort into a simple chronological framework. Communicating Historical Information: Learners should be able to recount in simple terms aspects of the Margate Storm and the life and achievements of Sir Francis Beaufort. Asking and Answering Questions: Pupils will be encouraged to ask and answer questions about the Margate Storm and Sir Francis Beaufort to show an understanding of these historical topics. Useful Websites: 1. <u>BBC Bitesize – The Great Storm of 1987</u> 2. <u>The Met Office – Great Storm of 1987</u> 3. <u>National Maritime Museum – Sir Francis Beaufort</u> 4. <u>Royal Museums Greenwich – Beaufort Wind Force Scale</u>
Communication and Description and Management		Line of the Minder of Contract

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"





1774: B	irth of Sir Francis Beaufort	
1790: J	oined the Royal Navy	
1806: C	Created the Beaufort Wind Force Scale	
1829: P	romoted to Rear Admiral	
1846: B	Recomes Hydrographer of the Navy	
1857: R	etires from the Navy	
Interes	sting Facts:	
Sir Frai effects	ncis Beaufort developed a scale for measuring wind speed by observing the sof wind on the sails of a ship.	
He sta Navy.	rted his career as a cabin boy and later rose to the rank of Admiral in the Royal	
Beaufo aviato	ort's scale is still used today to estimate wind speeds and is important for sailors, rs, and meteorologists.	
Endpo	ints:	
1.	Who Sir Francis Beaufort was and his contributions to naval navigation.	
2.	The significance of the Beaufort Wind Force Scale.	
3.	That Sir Francis Beaufort was a skilled navigator and developed important tools for measuring wind speed.	
The im	portance of his work in helping sailors navigate safely on the seas.	