

# Connector 2 Newsletter

Team 1-5 have 4 connector topics over the year whilst Team 6 have 3. Two of these are whole school projects- one on social justice and the other on conservation. All of our topics will ignite the fire for learning in our children and are based on our curriculum principles.


We believe that **all children and young people should be able to experience great art and culture.** Cultural education fosters creativity & innovation, unlocking vital skills that drive the creative industries.




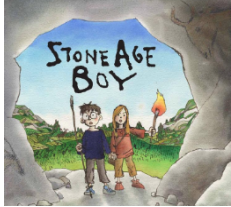
## Whole School Connector Topics

	Connector 1	Connector 2	Connector 3	Whole School Connector
Team 1	Dreams	Explore		
Team 2	My World	Legacy		
Team 3	Discovery	Shelter		
Team 4	Inception	Beyond		
Team 5	Go with the Flow	Wonder		
Team 6	Power			

**Connector 2 Topics**

<p>Team One</p> 	<p><b>Explore</b></p> <p>Children will step back in time to the year 1666, to one of London’s biggest events in history; The Great Fire of London. Through a range of interactive sessions children will explore London then and now and how the city has changed. They will compare London to Ellesmere Port and learn how to identify both places on a UK map.</p> <p>Children will uncover the events that led up to The Great Fire of London and understand why the fire started and spread widely. This will be supported with our DT project of “Homes”, where we will explore a range of houses across the globe, as well as looking at how houses were made in 1666 to now. Children will build their own house and recreate the events from The Great Fire Of London, supported by the fire brigade, that’ll deliver a workshop on fire safety. Furthermore, children will be exploring a range of materials in science, linking this to how houses were made in 1666, to now and how we chose the correct material for a range of purposes.</p> <p>Our learning of London will be supported with our book “Katie Goes to London”, which delivers an exciting journey through London, allowing them to experience the city’s vibrant atmosphere and historical significance.</p>
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<p>Team Two</p> 	<p><b>Legacy</b></p> <p>Has our country always been the same? How has it changed and who has helped to shape it?</p> <p>We will build on our geographical knowledge by looking at the oceans, countries and capital cities that make up the United Kingdom before asking - has the United Kingdom always been the same? Have people always dressed the same? Traveled the same? Thought the same?</p> <p>Traveling back in time over the last 100 years we will explore the lives of some influential people whose legacy has helped to shape our country. The children will research and write about the lives of Emmeline Pankhurst, Mary Seacole, Queen Elizabeth, Lilian Bader and others. Their exploration will reveal how people’s clothes, modes of transport and thinking have changed over time.</p> <p>We will discuss the influence of these women before considering our power to make a difference. What would the children like their legacy to be?</p>
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<p>Team Three</p> 	<p><b>Shelter</b></p> <p>How did early man shape our world today? How have shelters changed over time?</p> <p>During this connector we will explore the period of history from the Stone Age through to the Iron Age. This will give the children the opportunity to develop their questioning skills and the ability to use different sources to find out about the past. They will use their enquiry skills to determine what artefacts can tell us about the past. This will be highlighted by a visit of a historian specialising in this period of history. The children will discover how art helped historians to find out about the past through exploration of cave art and sculptures such as Stonehenge. Our geographical skills and knowledge of the features of the UK will develop further. The children will learn the location of some rivers, mountains and coasts in the UK. They will discover why early settlements developed near these physical features. We will celebrate our learning through an interactive museum for parents and other children. (Details to follow)</p>
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Team Four



**Beyond**

What impact did the Roman era have on us in Britain then and now?  
Can we always see past the differences set previously by societies?  
We will be gaining knowledge and experience of what it would have been like to live in the Roman era. The children will have the opportunity to explore in depth how society has developed and the impact the period has had upon our lives in Britain today.

Children will be exploring how different members of society were not allowed to socialise and how this caused many battles between parties. This is a fantastic link to PHSE and delving deeper into the positive values we promote and live out during our everyday lives. In particular, justice. We will explore mosaic art and embark on our own roman experience with a trip to Chester. We will be reading the text *When The Giant Stirred*, which is a story about nature and migration and linking it to the real life eruption of Mount Vesuvius and how that affected the movement of the Roman armies.

Team Five



I wonder ... who were the Maya and where were they from?  
I wonder... have the Maya had an influence on society today?

During this half term, Team 5 will be delving into the world of Chris Hadley's text, "The Darkest Dark" - which links to our science unit "Earth and Space" and Maya Astronomy. During History, we will be exploring what life was like during the Maya civilization and compare this to what life was like in Britain at the same time. Using evidence, we will begin to understand the complexity of people's lives during this time and draw conclusions on how Britain was influenced by this civilization. We will be continuing our Design Technology topic, where the children are investigating bridges - comparing different designs - before they choose their own design to build a successful bridge.

Team Six



**The Island (January to April)**

The Island is a geography based connector. This will include learning about climate, geographical features, map reading and location. The children will have the opportunity to explore The Galapagos Islands off the coast of South America and look at how life has evolved and flourished there considering its harsh surroundings - understanding that it is one of nature's greatest experiments.

Mirroring our geography connector, our English book is called, "Island". It is written by Jason Chin and tells the story of the Galapagos and requires the children to write a journalistic report (hybrid) about Charles Darwin's discoveries. Team 6's reading lessons also follow an adventure theme as we begin an exciting new novel about a group of children who must survive in the Amazon after their plane crashes. Our PSHE work also links to island life - we will delve into the world of author Armin Greder who wrote a book entitled, "The Island" which details how the people of the Island discover a man and a tattered raft on their beach, but they are very reluctant to take him in. Finally, tying it all together, Team 6 will look at Evolution in science. They will journey through the ages looking at fossils, adaptation, survival, reproduction and offspring, parents and siblings. During computing, the children will make their own websites about the Galapagos.