What is it like to live in London?
Year 4 / Unit 1

Key Vocabulary

Capital city	The city where an area's government are located
Prime meridian	An imaginary line that helps us locate places on a map and tell the time
Time zones	Different areas of the Earth that have different times
government	The group of people that make and govern the laws
borough	An area in the UK that has its own council
river	A natural flow of water usually from high to low ground
heath	An open, wild piece of land
forest	An area of land covered in trees
Human feature	A physical object, structure or landscape that is man-made
Physical feature	A physical object, structure or landscape that is natural

Key Images



London map



Moscow map



Moscow



London

Key Places

River Thames	London
Bolshoi theatre	Hampstead Heath
City of London	The Kremlin
Moscow	Red Square

Key Facts

London is the capital city of England

Moscow is the capital city of Russia

Some major landmarks include Palace of Westminster, London Eye and Tower of London

Some major landmarks in Moscow include The Kremlin, St Basil's cathedral, Bolshoi Theatre

Approximately 9.2 million people live in London

Art

Key vocabulary

Sewing: to join materials using a needle and thread

Still life: an arrangement of objects

Speed sketch: an artistic technique where the artist has a limited amount of time to finish the work

Viewpoint: the position from where something is viewed

Mood board: an arrangement of images, materials, pieces of text which show the style or concept of a project

Annotate: add notes that explain something

Style and Influences

Textile art – art which uses materials such as fabric or rope

She created a series of textile pieces called 'Inspired by the masters' in which she recreated works by Henri Matisse, Frida Kahlo and Mary Cassatt.



Jane Dunnewold
Born: 1954
American textile artist

Famous paintings



Artist Facts:

- She was born in Oberlin, Ohio, USA
- She now lives in San Antonio, Texas, USA
- She is a published author and has written several books about textiles
- She won the Quilts Japan Prize in 2002
- She has exhibited her work all over the United States of America

Similar artists:



Judiit Just



Isabella Despujols

Jigsaw RE Knowledge Organiser

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Islam	**Enquiry Question:** Does praying at regular intervals help Muslims in their everyday lives?	**Age range: 7-9**	**Enquiry 1**
In this unit, we will look at how and why Muslims pray. Prayer is talking to Allah.			

Core Knowledge (see also background information documents)	**Link to other aspects of belief**	**Personal connection / resonance**
Muslims pray at least 5 times a day ranging from early morning to last thing at night. Prayer is saying thanks to God. Muslims want to thank God for life and everything he has done, is doing and will do in their lives. Before praying Muslims wash unclothed parts of their body and prepare their minds to be with Allah – everyday worries should be put to one side during prayer as Allah deserves total respect. Prayer can take place anywhere as long as you are in a clean place.	• Different reasons for praying. • Washing preparations before praying • Prayer mats and compasses • Makkah – the Holy city – what could Muslims do on pilgrimage? • The importance of the Ka'bah • Akhirah – life after death – how to achieve a good afterlife	• What sort of things might believers ask a god for? • Why might people pray? • Do I know some people who pray? What could I ask them about prayer? • Why might talking about problems be helpful?

Key Terms and definitions	**History/Context**	**Impact on believer/daily life**	**Spiral curriculum link**
Allah – Muslim name for God Salah/Salat - Prayer **Makkah –** Holy city Muslims face when they pray. **Ka'bah** – building in Makkah which Muslims face in prayer. **Pilgrimage** – a special or religious journey **Hajj** – pilgrimage to Makkah – Muslims are expected to go once in a lifetime if possible.	Islam started in Makkah in Saudi Arabia when the prophet Muhammad was chosen by Allah to tell people to live their lives in a way that God would want. One of the main things Muhammad did was set the amount of prayer times – these fixed times are now a key part of Muslim worship	Prayer times are deliberately set at difficult times of the day - this is to show that a Muslim should not fit Allah into their lives, instead they should fit their lives around Allah. Allah is the most important part of life so should not be forgotten or moved aside. Muslims need to set an alarm for the first prayer of the day as it is often very early in the morning.	This enquiry builds on the learning from the ages 5-7 enquiries. These looked at Muslim beliefs about Allah, Muhammad and the Qur'an. Prayer is talking to Allah and showing him respect.

Home learning ideas/questions: If we believed there was a god, what might we pray for? How do people know if praying works? Do we know some people who pray? What could we ask them about prayer?

Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 8-9

Puzzle overview: Being Me in My World

In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.

Knowledge	Social and emotional skills
• I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community	• I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter and can help others to follow it

Vocabulary

authority, charter, choices, community, conflict, consequences, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, learning charter, observer, proud, responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, UN Convention on the Rights of the Child, valued, violence, voting, welcome, wellbeing