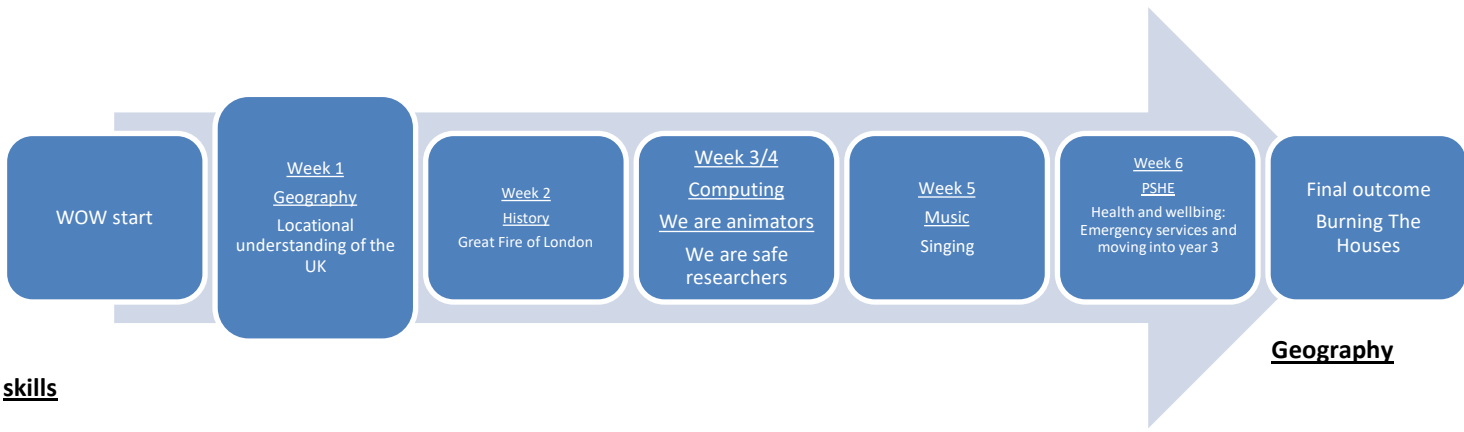


Year 2 History / Geography based unit – Great and Ghastly events!



skills

<p><u>Specific skills for this unit</u></p> <p><u>Geographical skills and enquiry</u></p> <ul style="list-style-type: none"> Use world maps, atlases, globes and begin to use digital/ computer mapping (Google Earth) to build on their knowledge of identifying the United Kingdom, countries and its capital cities. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea-sides. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> Locate and name on UK map major features e.g. London, River Thames, home location, seas. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	
<p><u>Knowledge for this unit</u></p> <ul style="list-style-type: none"> Know how to use an atlas/map Know the countries of the UK and capital cities Know that human features are man-made <p>Know that physical features are nature</p> <p><u>Key Vocab:</u></p> <ul style="list-style-type: none"> Atlas Globe Capital city Human/physical geography UK 	<p><u>Previous Knowledge</u></p> <ul style="list-style-type: none"> Begin to know the continents and oceans and what this means. Know the four countries of the UK and begin to know the capital cities. Know that a human feature is made by people and a physical feature is not made by a human. Know that different countries have different human and physical features. <p><u>Previous Key Vocab:</u></p> <ul style="list-style-type: none"> Continent Ocean Human feature Physical feature

History skills

<p><u>Specific skills for this unit</u></p> <p><u>Have an overview of world history</u></p> <ul style="list-style-type: none"> I can describe historical events (Historical Knowledge) I recognise that there are reasons why people in the past acted as they did (Historical Knowledge) <p><u>Able to communicate historically</u></p> <ul style="list-style-type: none"> I can demonstrate an understanding of concepts such as society and government.. (Organisation and communication) I can communicate my historical knowledge through discussion, drawing, drama/role play, making models, writing, using ICT (Organisation and communication) I am beginning to use dates when appropriate (Chronological Understanding) I can use different sources to answer questions about the past (Historical Enquiry). I can compare pictures or photographs of people or events in the past (Interpretation of History). <p>Big Question: How did the government make changes to buildings after the fire? (innovation/invention) Why did the fire spread so quickly? How long did the fire last? (historical significance) (Cause and consequence)</p> <p>Historian : https://www.fireoflondon.org.uk/story/peoples-lives/ other primary sources Neil Hanson</p>	
<p><u>Knowledge for this unit</u></p> <ul style="list-style-type: none"> The Great Fire of London happened between 2-5 September in 1666. 	<p><u>Previous knowledge</u></p>

<ul style="list-style-type: none"> • The fire began in a bakery in Pudding Lane. • Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. • In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together. • We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary. • Artists who were alive in 1666 painted pictures of the fire afterwards, so we know what it would have looked like if we'd been there too. • To fight fires during this time, people would have used leather buckets, metal hooks and water squirts. • When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren't built so close together. • Sir Christopher Wren designed a monument to remember the Great Fire of London, which still stands today. <p>Innovation/ inventions: Change of buildings post fire – Christopher Wren's statue</p> <p>Society: jobs</p> <p>Settlement: timber houses – consequences</p> <p>Government: what did King Charles II do? / order?</p>	<ul style="list-style-type: none"> • Street Detectives – St Peter's school, church Mr Samuel and Mrs Taylor-Pina, School Bell • Toys – Historian Tim Lambert, Holytrees Toy Museum <p>Key vocab: Chronological, past, present, older, newer, years, decades, centuries, Historian</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> • King • Sources of evidence • City, buildings • In the past, previously
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Computing skills

<p>Specific skills for this unit</p>	
<ul style="list-style-type: none"> • develop collaboration skills through working as part of a group • develop research skills through searching for information on the Internet • think through privacy implications of their use of search engines • improve note-taking skills through the use of mind mapping • develop presentation skills through creating and delivering a short multimedia presentation. • know how to use safe search • is the information online always true • develop some strategies to check this • be more discerning in evaluating online information • recognise advertising on websites and learn to ignore it 	
<p>Knowledge for this unit</p> <ul style="list-style-type: none"> -use research to inform ideas -decide the benefits of using the internet for research -be able to take notes and help inform -present ideas 	<p>Previous knowledge</p> <ul style="list-style-type: none"> -start to learn about copyright, recognising that they own the copyright in their original work and that this cannot be published or copied without their permission. -always use safe search -how to keep personal information private, recognising that the extent to which they need to protect their privacy is determined by the audience to which they are exposed. <p>Key Vocab:</p> <ul style="list-style-type: none"> Google Mind map Presentation Search engine Wikipedia

Computing skills

<p>Specific skills for this unit</p>
<ul style="list-style-type: none"> • understand how animation works • use storyboards to plan an animation • create their own original characters, props and backgrounds for an animation • film, review and edit a stop-motion animation • record audio to accompany their animation • provide constructively critical feedback to their peers. • when posting pictures, to consider importance of keeping personal information private • respect rules of using the computers and technology

<p>•</p> <p>Knowledge for this unit</p> <ul style="list-style-type: none"> -describe animations and see the benefit of planning before -film using characters and props -editing to ensure best animation is used -understand what good feedback would be 	<p>Previous knowledge</p> <ul style="list-style-type: none"> -plan a small multimedia eBook -choose and import images -record audio commentary -add and format titles and other text -think carefully about protecting their privacy -respect other people's copyright -revise and improve their work <p>Key Vocab:</p> <ul style="list-style-type: none"> Animation Background Character Frame Soundtrack Stage Stop-motion
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Music

<p>Specific skills for this unit</p> <p>Singing skills – chn to develop singing skills including singing in time and following a conductor Children can use their voice expressively and creatively Children can play an untuned percussion accompaniments in time with the song. Listen and appraise with concentration and understanding to live and recorded music</p>	
<p>Knowledge for this unit</p> <ul style="list-style-type: none"> - that they can use their singing voice in different ways - the names of a number of untuned instruments 	<p>Previous knowledge</p> <p>Glockenspiel – at the seaside</p> <p>Key Vocab</p> <ul style="list-style-type: none"> Rhythm Beat Tuned

PSHE skills

<p>Specific skills for this unit</p> <p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <p><u>(Transitioning to year 3)</u></p> <ul style="list-style-type: none"> • How to recognise, name and describe a range of feelings • What helps them to feel good, or better if not feeling good • How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • How feelings can affect people in their bodies and their behaviour • Ways to manage big feelings and the importance of sharing their feelings with someone they trust • How to recognise when they might need help with feelings and how to ask for help when they need it 	
<p>Knowledge for this unit</p> <ul style="list-style-type: none"> • Know that there are restrictions for household products in order to keep them safe • Know a range of different emotions and feelings and when they might feel these • Know that experiences will happens in their lives and they will experience different emotions and that these are normal 	<p>Previous knowledge</p> <ul style="list-style-type: none"> • Who can help them in different situations/how to get someone's attention • How to get help if there is an accident and how to call 999 <p>Key Vocab:</p> <ul style="list-style-type: none"> • Rules/restrictions

- Know that they can always share their feelings with someone they trust
- Know that the people they can trust might be mummy, daddy, nanny, teacher, Mr Gunn, etc.

- Household products
- Bereavement
- Feelings