



Summer 1 Term 3

Year 2 We are Britain

History	Geography	Art	Design and Technology
<p>The children will take home simple questionnaires about their own family history (as far as great grandparents). This will form the basis of their research into their personal history. They will build up a chronological picture of significant events and people. The children will sequence these on an annotated timeline and be able to discuss particular themes, periods, events and people. The class will look at similarities and differences in individual family history with a focus on different cultures and traditions.</p>	<p>Pupils will look at a range of simple maps identifying the features they contain (key, compass points, co-ordinates). They will practise using compass points to find different features on a map. They will use maps to give directions using locational and directional language. The children will focus on a simple map of Beverley including the school and town centre. Children will build on previous knowledge of physical and natural features identifying these on the map. They will visit Beverley town centre plotting key natural and physical features on their journey. They will then draw a simple map with a basic key showing land marks on the journey. They will then describe the journey using their map using compass directions and locational and directional language.</p>		<p>The children will design a puppet in the image of a member of their family. The children will mark, measure and create a template. They will investigate different joining techniques. They will join fabrics using staples and a running stitch. The children will make simple adjustments and say what went well and what did not. They will suggest how their puppet could be improved.</p>

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>The Town Mayor of Beverley will visit to talk about the particular role he plays in the community. He will discuss the culture and traditions behind this British role.</p>	<p>The children will learn about their own family's story and cultural traditions and to begin to realise these may be different to those of other people.</p> <p>The children will research their own family's story and tell these stories to others.</p> <p>The children will increase self-knowledge of their own family and their story, culture and traditions.</p> <p>They will celebrate the uniqueness of their family and those of their classmates.</p> <p>The children will develop an understanding of the need for tolerance, harmony and respect between different cultural traditions by acquiring an appreciation of and respect for their own and other cultures.</p>	<p>The children focus on celebrating each person's uniqueness. This will enable children to develop their self-knowledge, self-esteem and self-confidence.</p>

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology	Science
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		including Computer Science	
<p>Key texts Non-fiction and fiction books about Britain 'Ve are Britain' - Benjamin Zephania 'Me and My Family' Tree - Carole Boston Weatherford 'The Frank Show' - David 'The Matchbox Diary' - Paul Fleischman Mckintosh 'Big Papa and the Time Machine' - Daniel Bernstrom Poems: 'In Grandma's Kitchen' - Matt Simpson, 'My Granddad's shed' - Hamilton Trust and 'Going Through the Old Photos' - Hamilton Trust.</p>	<p>Children will create their own maps, pupils will use their knowledge of coordinates. The children will use locational and directional language to plot journeys and identify landmarks around school and the wider community. The children will use directional language to program a floor turtle. The children will measure templates and materials when designing and creating a puppet.</p>	<p>The children will use Beebot and floor turtles to input directions. The children will plot different journeys using positional vocabulary.</p>	
<p>Writing opportunities Writing a poem about our family. A recount about a family, holiday, celebration or tradition.</p>			
<p>Reading opportunities Non-fiction books about family history and the local area</p>			

Objectives	Activities
ICT:	
<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs 	Use a floor turtle/ Beebot program to plot a journey. Input directions for the floor turtle to follow.
Geography	
<p>Human and physical geography: (revisit)</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment I know about the local area, and can name and locate key landmarks. 	<p>Revisit UK map, 4 countries, capital cities. Identify Beverley on a map.</p> <p>Revisit - key physical and human features around our school and Beverley</p> <p>Use directional and locational language to plot different routes on a map of the local area.</p> <p>Identify the key features of a map - key, symbols, compass directions, coordinates. After a local visit, create a map showing the route from our school into Beverley. Design symbols to show different features and create a key. Use the map to give and follow directions around Beverley.</p>
History	
<ul style="list-style-type: none"> plan questions and produce answers to a few historical enquiries using historical terminology. changes within living memory - where appropriate, these should be used to reveal aspects of change in national life describe features of particular themes, events and people from family, local, national and global history. sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. 	Research own family history back to great grandparents. Create questionnaire about family history - key people and events. Use questionnaire to create a timeline showing individual family history. Sequence events and people on the timeline.
Design Technology:	
<p><i>Design:</i></p> <ul style="list-style-type: none"> <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <p><i>Make:</i></p> <ul style="list-style-type: none"> <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> 	Design a puppet in the image of a family member. Investigate different joining techniques. Measure a template and materials and join these with staples and a running stitch. Evaluate their design and suggest improvements where necessary.

- *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*

Evaluate:

- *explore and evaluate a range of existing products*
- *evaluate their ideas and products against design criteria*