


<b>Year Group:</b> Two	<b>Term:</b> Autumn 2 & Spring 1	<b>Teacher(s):</b>
<b>Intent:</b> We're going to learn all about our local area and how it has changed over time.		
<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>• Basic vocabulary linking to the past.</li> <li>• Sequencing things chronologically (with support),</li> <li>• Children will have some knowledge of the 4 countries of the UK.</li> <li>• Basic human and physical features</li> <li>• Know what primary colours are &amp; had experience of mixing.</li> <li>• They will have made simple plans; used &amp; joined a range of materials.</li> <li>• Evaluated their products.</li> </ul>	<p><b>Enrichment:</b></p> <p><b>Article 14: Your right to follow your own religion</b></p> <p><b>Inspirational women: Emmeline Pankhurst</b></p>	<p><b>GEOGRAPHY:</b></p> <p><b>Where is Wythenshawe?</b></p> <ul style="list-style-type: none"> <li>• To name &amp; identify the 4 countries of the UK, capital cities &amp; surrounding seas on a map.</li> <li>• To understand simple compass directions (N,E,S,W) &amp; locational/directional language (NEAR, FAR, LEFT &amp; RIGHT) to describe the location of features on a map of the UK.</li> <li>• Use aerial photographs to retrieve a variety of information (in relation to our local area) e.g. recognise landmarks, identify basic human &amp; physical features, and land use...</li> <li>• Go on a local walk &amp; complete a basic survey e.g. tally chart of how many buildings/cars seen.</li> <li>• Use the results to ask &amp; answer basic geographical questions.</li> <li>• Go outside to observe &amp; record key human &amp; physical features of the locality.</li> <li>• Sketch a map of an area in a locality &amp; construct a basic key e.g. airport/local area around school.</li> <li>• Describe a journey on a map of the local area including landmarks and features seen</li> <li>• To describe how pollution affects the local area e.g. litter, traffic, air pollution. And impacts on the environment</li> </ul>
<p><b>HISTORY:</b></p> <p><b>How has our area changed?</b></p> <ul style="list-style-type: none"> <li>• Independently sequence events in a period of history in chronological order &amp; begin to record dates of <b>important events</b>, festivals, celebrations.</li> <li>• Independently identify a range of similarities, differences &amp; changes within a specific time period.</li> <li>• Describe how people, places &amp; events in their own locality have changed over time.</li> <li>• Describe the impact on a significant event/ individual</li> <li>• Select information (independently) from several different types of sources, including: written, artefacts, visual &amp; auditory to answer a question.</li> <li>• Begin to make deduction &amp; inferences from different sources.</li> </ul> <p><b>Ongoing objective:</b></p> <p>To use a wider range of words &amp; phrases e.g. decade, past, present, before, after, century etc</p>	<div style="border: 2px solid red; padding: 10px; text-align: center;"> <p><b>Wonderful Wythenshawe!</b></p>  <p><b>History, Geography, DT &amp; Art.</b></p> </div>	<p><b>Ongoing objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>(YEAR 1 OBJ):</b> To use basic geographical vocabulary to identify &amp; describe human features of the local area e.g. shops, building, town etc.</li> <li>• <b>(YEAR 1 OBJ):</b> To use basic geographical vocabulary to identify &amp; describe physical features of the local area e.g. fields, trees soil etc.</li> </ul>
<p><b>ART AND DESIGN:</b></p> <p><b>To create a collage using a range of media.</b></p> <ul style="list-style-type: none"> <li>• Identify &amp; mix secondary colours.</li> <li>• To layer different media such as pastels, crayons &amp; felt tips.</li> <li>• To identify how artists have used colour, pattern &amp; <b>themes</b> within their work e.g. linking to the local area.</li> <li>• To share an opinion about a piece of artwork or pieces of artwork.</li> <li>• <b>(YEAR 1 OBJ):</b> Use pencil to create different lines of thickness e.g. drawing a local landmark/plane.</li> <li>• <b>(YEAR 1 OBJ):</b> Make transient art &amp; pattern work using a range of natural materials.</li> </ul>	<p><b>DESIGN TECHNOLOGY:</b></p> <p><b>To create a diversity-inspired section for a patchwork quilt/ inspirational person hand puppet.</b></p> <ul style="list-style-type: none"> <li>• Create a simple design to meet a simple design criteria then plan what to do next.</li> <li>• Perform practical tasks such as marking out (template), cutting, joining &amp; finishing by sewing (running stitch) &amp; stapling.</li> <li>• Explain why I have chosen specific textiles, materials &amp; tools &amp; explain why.</li> <li>• Know that a 3d textiles product can be assembled from 2 identical fabric shapes</li> <li>• Use finishing techniques, including those from art design.</li> <li>• Talk about their own &amp; others work, identifying strengths &amp; areas for development e.g. their peers, professional craftspeople.</li> </ul>	
<b>Engage:</b>	<b>Trip/Visitor:</b>	<b>Express:</b>
<b>Cross-curricular Science opportunities:</b>		

## NATIONAL CURRICULUM LINKS:

### HISTORY:

- To identify/understand changes within living memory. Where appropriate, these should reveal aspects of change in national life.
- To research significant historical events, people & **places** in their own locality.

### GEOGRAPHY:

- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
- Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes **to identify the United Kingdom and its countries**, as well as the countries, continents and oceans studied at this key stage.
- 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

### ART DESIGN:

- To use drawing, painting and sculpture to develop & share their experiences & imagination.
- To develop a wide range of art & design techniques using colour, pattern, texture...
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### DESIGN TECHNOLOGY:

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of materials and components, including construction materials, **textiles** and ingredients, according to their characteristics.
- Evaluate their ideas and products against design criteria.