



<p><b>Year Group and Teacher:</b> Year 2 – Miss Murphy</p>		<p><b>Term:</b> Autumn</p>	
<p><b>Unit Outcomes/ Objectives (Future):</b></p> <ul style="list-style-type: none"> <li>• <b>Science:</b> Children will be learning about habitats and micro-habitats. To begin to understand some of the life processes. They will learn what a habitat is and that animals/plants grow here in order to survive.</li> <li>• <b>Geography:</b> Children will be learning about the seven continents and which of these have hot or cold climates. They will then investigate the coldest place on earth, as well as countries close to the equator. This will all inform them when they end the unit by deciding whether they would rather live in a hot or cold place.</li> <li>• <b>History:</b> Children will be investigating how school was different in the past compared to their school journey now. They will look specifically at the 1900's and find similarities and differences to schools now.</li> <li>• <b>Computing:</b> Children will understand the importance of e-safety and recognise uses of ICT. Children will begin to be able to use software to create animations.</li> <li>• <b>Art and Design:</b> Children will be creating characters and telling stories using drawing skills. They will be experimenting with different textures and using charcoal.</li> <li>• <b>Design and Technology:</b> Children will be creating a chair for baby bear according to design criteria. Learning about different types of structures found in the natural world and in everyday objects and exploring stability.</li> </ul>		<p><b>Cross Curricular Writing Opportunities:</b> Fact files about key time periods To write their own opinions and viewpoints</p> <p><b>Quality Text:</b> The enchanted wood – Enid Blyton</p> <p><b>Local Context Links:</b> Finding out about how life has changed since our parents and grandparents were little.</p>	
<p><b>SMSC links:</b> Encouraging pupils to appreciate the physical world around us and to look at it with wonder, awe and a sense of fascination. Inspiring pupils to be creative and imaginative in their exploration of historical narratives, artefacts, and sources to develop a deeper understanding of the past.</p>	<p><b>British Values/ PSHE links:</b> We respect and appreciate diversity and understand that everybody has different views and beliefs. We understand that rules and laws are there to keep everyone safe and happy and we respect them.</p>	<p><b>Maths Missions:</b> Measuring and estimating lengths when making chair in DT. Collecting data when investigating habitats in science. Considering the shape of their designs in DT and evaluating shapes for their product. Chronology of events, when did key events happen. Calculating how many years ago events happened.</p>	<p><b>Christian Values/ SIAMs strands:</b> Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>

<p><b>Global Citizenship and Diversity (inc BLM) links:</b></p>		<p><b>Outdoor Learning Opportunities:</b> Researching microhabitats in the school environment</p>	
<p><b>Hook (Engage):</b> Travelling back in time and experiencing school in the 1900's through role play and dressing up in Year 2 for a day.</p> <p>School trip to Newstead Abbey to explore the Victorian nursery attic and visit the old school room.</p>	<p><b>Focus reading children:</b></p> <p><b>Action:</b></p> <p>See provision map for targeted interventions Pre-reads, shortened texts, group reads Related texts for reciprocal reading sessions and homework tasks Reading comprehension activities Increased opportunity for reading Focus group support 1:1 priority readers</p>	<p><b>Focus writing children:</b></p> <p><b>Action:</b></p> <p>See provision map for targeted interventions Word Structured writing templates Focus Groups Group writes Teacher as writer Word mats to support writing</p>	<p><b>SEN/ PP:</b></p> <p><b>Action:</b></p> <p>See provision map for targeted interventions Work modified where appropriate eg. Word mats / coloured paper/ enlarged texts Focus Groups Seating positions</p>



National Curriculum Coverage		Key Vocabulary
<p><b>History</b> Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why.</p> <p><b>Geography</b> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.</p>		<p>arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation weather  past</p>
Building on Prior Learning	Preparing for Future Learning	
<p>In year 1, children will cover the unit 'What is Weather like in the UK?' Where children will begin to use maps to look at different countries in the UK and different seasonal changes. Children will also cover the topic 'How Have Toys Changed?' where they will have discussions about the past and begin to look at timelines past prior to their births.</p>	<p>In KS2, children will begin to look at specific places with different extreme climates, such as 'Who Lives in the Antarctica?' and 'Would you like to Live in the Desert?' In lower KS2, pupils will look at children through both the Victorian and Tudor period and how their lives have changed. This will include toys and leisure, as well as progressing to children's jobs and when they were considered adults.</p>	

timeline  
 date  
 different  
 decade  
 present  
 important  
 similar  
 modern  
 living memory  
 evidence  
 source  
 decade  
 beyond living memory  
 preferred

**Key Knowledge and Skills ([Link to Progression Map](#))**

**History**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Significant historical events, people and places in their own locality.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Geography**

**Locational Knowledge**

- Locating all the world's seven continents on a world map.
- To be able to name the seven continents of the world.

**Place Knowledge**

- Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Place knowledge
- Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.
- Describing what physical features may occur in a hot place in comparison to a cold place.
- To know some similarities and differences between their local area and a contrasting non-European country.

**Human and Physical Geography**

- Locating some hot and cold areas of the world on a world map. Human and physical geography
- Locating the Equator and North and South Poles on a world map.
- Locating hot and cold areas of the world in relation to the Equator and the North and South poles

- To know that the Equator is an imaginary line around the middle of the Earth. Human and physical geography
- To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.
- To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
- To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.

**Geographical Skills and Fieldwork**

- Using a world map, globe and atlas to locate all the world’s seven continents on a world map
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising human features on aerial photographs and plan perspectives. Geographical skills and fieldwork
- Recognising physical features on aerial photographs and plan perspectives.
- Recognising there are different ways to answer a question.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
- To know that a globe is a spherical model of the Earth. Geographical skills and fieldwork
- To begin to recognise world maps as a flattened globe.

Sequence of Knowledge and Skills	Timeline of Events
<p><b>History strand</b></p> <p><b>How have schools changed within living memory?</b>            Up2: To investigate what school was like in the past.            Ad+on: I can begin to recognise similarities and differences between schools in the past and present.            Go4: I can compare schools in the past with schools today.            I can ask questions about the past.</p> <p><b>How were schools different in the 1900’s?</b>            Up2: To investigate what schools were like in the 1900s.            Ad+on: Using information about what schools were like 100 years ago, I can make comparisons with schools now.            Go4: I can make some inferences from historical information.            I know how we can find out about schools in the past.</p> <p><b>How have schools changed?</b>            Up2: To compare a modern classroom with a classroom 100 years ago.            Ad+on: I can explain why changes in classrooms have happened.            Go4: I can think of similarities and differences between classrooms now and in the past.</p>	<p>1900s</p>
	<p>Present</p>
	Significant People

I can recognise features of classrooms 100 years ago.

I can recognise features of modern classrooms.

**What is similar and different about schools now and in the past?**

Up2: To compare three periods of time.

Ad+on: I can write some of my own similarities and differences about schools.

Go4: I can find two differences for each period of time.

I can find two similarities for each period of time.

I can compare schools today with schools from two periods of time.

**Were schools different in the past?**

Up2: To find out how schools have changed over time.

Ad+on: I can recognise similarities and differences between schools.

Go4: I can correctly place four photographs on a timeline.

I know that schools change over time.

**Would you have preferred to go to school in the past?**

Up2: To express a personal response to history.

Ad+on: I can think about what school might look like in 100 years time.

Go4: I can use facts that I have learnt about schools in the past to make a decision.

I can explain whether I would have preferred to go to school in the past or not.

**Geography strand:**

**Where are the continents?**

Up2: To name and locate the seven continents.

Ad+on:

Go4: I can locate the seven continents on a world map.

I know that a continent is a large area of land.

I can name the seven continents.

**Where are the coldest places on earth?**

Up2: To locate the North and South Poles.

Ad+on: I can identify some of the physical features of the poles.

Go4: I can locate the North Pole on a world map.

I can locate the South Pole on a world map.

**Where is the equator?**

Up2: To locate the Equator on a world map.

Ad+on: I know some of the features found on the Equator.

Go4: I know the Equator is an imaginary line around the middle of the Earth.

I can identify two countries located on the Equator.

**What is life like in a hot place?**

Up2: To compare the UK and Kenya.

Ad+on: I can describe some human and physical features of the region.

Go4: I can describe some key similarities and differences between the UK and Kenya.

I can locate Kenya on a world map.

**Do we live in a hot or cold place?**

Up2: To investigate local weather conditions.

Ad+on: I can measure and record local weather conditions.

Go4: I can recognise different types of climate on a world map.

I know that 'weather' means short-term conditions and 'climate' means long-term conditions.

**Would you prefer to live in a hot or cold place?**

Up2: To identify key features of hot and cold places.

Ad+on: I can recognise three features of a hot place and three features of a cold place.

Go4: I know why some countries are hotter or colder than others.

I can locate one hot country and one cold country on a world map.