

Year two: Squirrels

Autumn 2

<p>Prior Knowledge:</p> <p>History: Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know that children’s lives today are different to those of children a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc).</p> <p>Geography: Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>DT: choose tools and materials and explain why they have chosen them • join materials and components in different ways. think of an idea and plan what to do next • explain why they have chosen specific textiles</p>	<p>New Sticky Knowledge:</p> <p>History: Know about a famous person from outside the UK and explain why they are famous • Know how the local area is different to the way it used to be a long time ago</p> <p>Geography: Know about a famous person from outside the UK and explain why they are famous • Know how the local area is different to the way it used to be a long time ago</p> <p>Art/DT: weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake. suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist</p>
<p>Key Texts:</p> <p>Paddington</p> <p>The Christmas Pine</p>	<p>Key Vocabulary:</p> <p>Significant, people, commemorated, past, present, famous, recognise, awareness.</p>

The Learning Journey
How and where are significant people commemorated?

Where we are in place and time

Understanding the world

(History)

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Question - the knowledge and understanding you want the children to acquire	Subject area - which subject/s will best answer this question?	Learning Intention	Lesson content – What the children do during the lessons to develop the skill – what is produced at the end?	Assessment – How will assessment of the lesson take place? What next steps have been identified?
<p>1. Recap, who are in our families and why are they important?</p> <p>From this who are the most significant family members</p>	PSHE	I can name members of my family.	<p>Discuss who are in our families as a recap to last terms unit. Moving on to what does significant mean? Who are significant family members and why?</p> <p>What famous families do we know off?</p>	<p>To recreate a family portrait who are in our families.</p> <p>To create a class list of Significant families and why are they significant.</p>
<p>2. What makes someone a significant person?</p>	History	To understand what a significant person is.	Discuss Queen Elizabeth II, Nelson Mandela, Mary Seacole, Mo Farrah, Albert Einstein, Barrack Obama and Florence Nightingale. Looking at each person's achievements.	To match the people with the reason why they are significant.
<p>3. Who were Significant during the War and why do we celebrate Remembrance day?</p>	History Art DT	To understand what the poppy represents.	Discuss what the poppy is and Remembrance Sunday. Why is this important and celebrated?	To make poppies.
<p>4. Who is a significant person from the past?</p>	History	To discuss the ways in which we can find out about an explorer who lived a long time ago	Discuss Ibn Battuta To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about Ibn	Using a map trace the explorers journey across the countries.

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			Battuta and exploring how it is often difficult to find evidence about people who lived a long time ago.	
5. Why do some significant people not get the recognition they deserve?	History	To develop awareness of an individual who is significant without the recognition.	To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Matthew Henson was a significant polar explorer who did not get recognised for his achievement at the time.	Sequence the events from Matthew Henson's achievements
6. Can we compare 2 significant people?	History	To compare Felicity Aston's experience of polar exploration with Matthew Henson's.	To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Felicity Aston's polar exploration with Matthew Henson's around a hundred year earlier	To compare the 2 significant people.
7. Who are recent significant people?	History	I can name 3 present significant people	To compare relevant significant people to modern present people.	To write a biography of a famous significant person and to write why they are significant.
8. How can they be remembered?	History	To show what I know about some significant explorers and how they are commemorated for their achievements.	To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the achievements and legacy of Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong.	Design a commemoration.
9. What is Christmas?	History Art D&T	To know the Christmas Story	To discuss Christmas and the reason why we celebrate.	To create Christmas crafts

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	Geography			
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Science: Finish Animals needs for Survival then moving on to Materials.

English – Following the CUSP scheme. Starting with Formal invitations then moving on to stories from other cultures.

English - knowing the difference between a formal and informal tone, the key information needed for an invitation, use statements and commands and organise information so that it is easy to understand This will be a set of stories that are set in different cultures. The component parts of a story include details in a story that show an understanding of culture. Enabling children to write a story plan using the story structure as a framework.

Extra sessions –

Baking at Christmas to make Christmas cookies. Which will link to addition in adding the ingredients together and shape to make different 3d shapes.

(DT - weigh ingredients to use in a recipe)