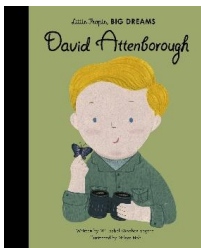
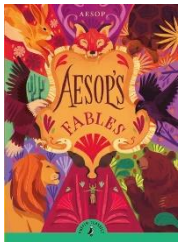
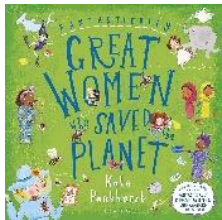


Year Two: Squirrels

Summer 1: The lives of significant individuals

<p>Prior Knowledge:</p> <p>Past and present.</p> <p>Animals including humans and plants</p> <p>The natural world</p> <p>People culture and communities</p> <p>Continents and oceans</p>	<p>New Sticky Knowledge:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>The actions and choices of significant people from the past made are still with us today.</p> <p>Knowing that we are fortunate enough to have the intelligence and cleverness of people before us. Without this we would not be as advanced in what we know.</p>
<p>Key Texts: Taken from the CUSP reading spine</p> <div data-bbox="120 635 320 884"></div> <div data-bbox="427 635 604 877"></div> <div data-bbox="696 635 916 855"></div>	<p>Key Vocabulary:</p> <p>Legacy, inspire, revealed, explore, fossil, documentary, significant, naturalist, similar, expedition.</p>
<p>Elicitation Task:</p> <p>Who is David Attenborough? Who was Mary Anning?</p>	<p>Final Assessment:</p> <p>What are the similarities and differences between David Attenborough and Mary Anning?</p>

The Learning Journey

SOCIETY – HOW WE ORGANISE OURSELVES

The lives of significant individuals (History focus unit)

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?
Elicitation task – Who is David Attenborough/Mary Anning? Who knows anything already?	English, Listening, Humanities.	To create a mind map based on a class discussion of what we already know.	Discuss what we already know. Create a mind map together. Copy the modelled version into History books	Assess- Who can remember the prior learning. Children who cannot remember will be reminded and prompted throughout the unit.
Who was Mary Anning? What did she do?	History and Geography	Look at where Mary Anning lived. Notice this is in the South of England close to where we live.	Look at the picture of London. Decide and reason why if Mary Anning lived there would she have become a Palaeontologist? If we all lived in the city would we know as much about farming as we currently do now? Are the farms in the cities the same as in the country.	To understand: To understand the part of the country can have an influence on what we do as we grow up.
What did Mary Anning discover?	History Science	To understand Mary Anning's most famous discovery.	Decide which statement is the most accurate. Look at images of Plesiosaurus, ichthyosaur fossils. Which her and her brother Joseph discovered. Using the Art technique recreate these images.	To understand that an image can be a powerful artefact from history.

Year Two: Squirrels

Summer 1: The lives of significant individuals



Who is David Attenborough? What does he do?	History and Geography	To understand that David Attenborough is a significant individual who made changes in his lifetime.	Place the images of David Attenborough on a timeline in chronological order and explain why they are in that order.	To understand the order of someone's life from looking at photographs. Understand why some photos are in black and white and why some are in colour.
What has David Attenborough achieved?	History	To be able to rank achievements in order of significance.	Look at a range of achievements David Attenborough has achieved in his life. How are they similar and how have they developed over time.	To understand small achievements are as important as bigger achievements.
Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?	History and Geography	To understand that both Mary Anning and David Attenborough are both scientists in some way.	To understand that Mary and David each have their own achievements and are recognised in similar ways. Children to understand that David's are more public due to the modern technological world we live in.	To understand that Mary's discoveries are not as well known or recognised as David's and the reasoning behind this.
Play Project	All areas of the curriculum	Build Create Make Message	Play project.	

CUSP English – simple retelling of a narrative. Using Jack and Jill and Humpty Dumpty.

Science: Living things and their habitats. (Links to David Attenborough and Mary Anning)

Year Two: Squirrels

Summer 1: The lives of significant individuals

Maths: Fractions and time.

French: comptines et Chansons (Nursery rhymes) linking to English and History.

Art: Unit 2 from Kapow. Drawing a story. (Linking to English and History)