

Year 2 HISTORY Topic 3: Does Chocolate Grow on Trees? (5 Weeks)			
<p><b>Key Assessment Questions</b>  <i>When did Cadburys start and what did the Cadbury family give to Birmingham and Bournville? Who were the Aztecs, where and when did they live? How do historians know about the Aztecs? What legacy did the Aztecs leave?</i></p>			
<p><b>SCHOOL VALUES (Autumn 2): Perseverance and Respect</b>            Children will explore ways that Aztecs showed perseverance in surviving in a difficult environment and adapting to their surroundings. They will look at Quaker beliefs and ways that the Bournville family showed respect and care for their workers in building a community for them.</p>			
	<b>KNOW</b>	<b>DO</b>	<b>UNDERSTAND</b>
	<p>Know that when looking at the past in Bournville in 1824 and the Aztecs, we are dealing with the past <b>beyond living memory</b> because no one who remembers it is still alive.</p> <p>Know that the <b>Aztecs</b> were an <b>ancient civilisation</b>, a people group who lived in modern day Mexico City.</p>	<p><b>VOCABULARY</b>            Explain with some support the terms (revisit): <b>history, history within living memory, history beyond living memory, chronological, timeline, source.</b>            Vocabulary introduced: <b>Empire, factory, Bournville, Aztecs, ancient civilisation</b></p>	
Chronological Understanding	<ul style="list-style-type: none"> <li>Know what the word <b>chronological</b> means where events are put in the correct time order.</li> <li>Know that an <b>Ancient Civilization</b> means that a group of people a very long time ago who built a way of life.</li> </ul> <p>Know <i>some</i> of the important dates of the growth of Cadburys  <b>1824 first shop opened. 1831 factory opened.</b>  <b>1879 Bournville factory and village opened</b></p> <p>Know some significant events in the rise and fall of the Aztec <b>Empire</b>  <b>1325 settle in Mexico City called Tenochtitlan.</b>  <b>1326 1350 canals and city are built</b>  <b>1327 1525 Spanish come and invade.</b></p>	<p>Plot known events from Y1 (see school timeline) and add 1824 Cadbury's first shop to it. Add the period of the Aztecs too.</p> <p>Explain some significant events in the Aztec Empire in chronological order.</p> <p>Show the history of chocolate (including both Aztec and Cadbury) on a timeline or sequenced picture board.</p>	<p>This unit introduces two periods, one ancient and one between 1800 and 1900. It builds on the concepts of living memory versus the past beyond living memory.</p> <p>Understand that the Cadbury history is more recent than the Aztecs.</p> <p>Understand the connection between Guy Fawkes (1605), Great Fire of London (1666) and the Aztecs (1100 – 1524).</p>
Enquiry (Sources and interpretation)	<p>I know that a <b>source</b> is a thing or a person that gives us information.</p> <p>Know that it is difficult to find detailed and correct information about the Aztecs because they were an <b>Ancient Civilization</b></p> <p>Know that an <b>empire</b> is a group of people under one person or group's leadership.</p>	<p>Research what Aztec life was like (culture/beliefs/schools/clothing/food/medicine).</p> <p>What was life like for Aztecs and how do historians know?</p>	<p>Understand that the history of Cadburys and the Aztec Empire are shown in different ways by different kinds of sources.</p> <p><a href="#">Geography Link: world maps, and Uk/Birmingham and Bournville maps for Cadburys.</a></p>
Enquiry: Cause & consequence, change & continuity, similarity & difference <b>Significance</b>	<p>Know that Bournville Village looked different in the past.</p> <p>Know that Aztecs gave the world many inventions:</p> <ul style="list-style-type: none"> <li>chocolate</li> <li>medicine</li> <li>gum</li> <li>calendar</li> </ul> <p>If it wasn't for the Aztecs and Cadburys, we wouldn't have chocolate that we have today.</p>	<p>Were the Aztecs only a bloodthirsty people? What image of the Aztecs do we have?  <b>Understand historian Camilla Townsend's argument that we have a wrong view of the Aztecs. *</b></p> <p>What legacy did the Cadbury family leave?</p> <p>What legacy did the Aztecs leave?</p>	<p><a href="#">Geography Link:</a> Explore the layout of Bournville Village. What were the values of the Cadbury family?</p> <p><a href="#">PSHE, RE and British Values</a> As the values of the Cadbury Family are explored, children should begin to ask questions about how they themselves treat others – link to school values and Golden Rule.</p>

## Year 2 Geography

## Does Chocolate Grow on Trees

Assessment Questions		
<p>- Where is Bournville? How has Bournville changed since the 1800s (size)? Where is Mexico? Show on a world map. In which continent is Mexico? What is the capital city called?</p> <p>- What is the climate/weather like in Mexico? Why did the Aztecs settle in modern-day Mexico City? What problems did they face? How did they use the land cleverly?</p>		
Know	Do	Understand
<p><b><u>Locational Knowledge</u></b> I know that cocoa beans grow in the rainforests and I know where some rainforests are. I know that Mexico borders the USA and is situated in North America.  I know that North America is one of the 7 continents and I know where it is in the world.</p> <p><b><u>Human and Physical Geography</u></b> I know that the weather and climate is very different in Mexico to the UK because of its proximity to the equator.  I know that Mexico is a Spanish speaking country (it has the largest population of Spanish speakers in the world).</p> <p><b><u>Vocabulary</u></b> <b>North America, South America, continent, border, climate, temperature, equator, population, civilisation, settlement, city, land use.</b> <b>Geography Core Concepts: Land-use Settlement (why did Aztecs settle on marchland?)</b> <b>Population Environment Land-use (Aztecs and floating gardens)</b></p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Find Birmingham on a UK map and Bournville on a simple map of Birmingham. Locate and label Mexico on a map of North America and a world map, and Mexico City on a map of the country. I can say which continent Mexico City is found and oceans near Mexico.</p> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>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</li> </ul> <p>Look at a map, aerial photos of Bournville and Google Earth and then describe some physical (river, park, hills) and human features (roads, buildings, houses, factory) of the area. Describe how Bournville has changed since the early 1800s and how it has stayed the same. Describe some physical features of modern-day Mexico City (sinking, valley, vegetation, weather, climate -equator) and human features (tourism and city life).  Explain why Aztecs chose to settle in Mexico City and how they adapted to life on marchland (floating gardens, used waterways to transport goods).</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b><u>Fieldwork opportunities Trip to Bournville</u></b> Look at maps of Bournville, use simple fieldwork to study the human and physical features of Bournville, children to mark these on an existing map, as they walk around.</p>	<p>In this topic, the children broaden not only their locational knowledge of countries in the world (exploring their physical features) but also their knowledge of the local area (Bournville and Sparkhill.) This topic allows the children to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. (Bournville/Birmingham and The Valley of Mexico/Mexico City) They will think about why communities choose to settle in certain areas, such as near the coast or next to a river and why Mexico City is different. The children learn how and why the Aztecs settled there and how they overcame obstacles such as growing crops by using floating gardens.</p>

Year 2 ART Topic 3: Chocolate (5 Weeks)

Assessment Questions

What does Aztec Art look like?  
 What is special about a geometric pattern? Why did you choose those materials/colours? How did you create your print?

Perseverance and respect

KNOW	DO	UNDERSTAND
<p>Know the features of Aztec Art.</p> <p>Know how to create a geometric pattern.</p> <p>Know how to choose which materials will be effective for my art work.</p> <p>Can create a simple print.</p> <p><b>Key vocabulary:</b>                      Features Aztec Art                      Geometric Line                      Repeated Pattern                      Materials Collage                      Pastel Technique                      Print</p>	<p>Aztec art: Designing geometric patterns, creating using a range of materials such as collage, oil pastel and paint. Develop into printing techniques; printing geometric patterns onto textiles.</p> <p>Children could use DT link to make bags to print onto – these could be taken to Cadbury World to put their chocolate into. Or they could print onto a square of fabric and stick this onto a piece of card with a badge pin on, to create a badge to wear to Cadbury World.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in other art, craft and design techniques (<i>printing</i>)</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p><b>NC Content:</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- 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.</li> </ul>	<p>Children are learning all about where does chocolate comes from. As part of this, they focus on the Ancient Aztecs, working as archaeologists and historians. They learn about what the Aztec Empire was like and exploring their culture – through this they will look at geometric Aztec art and develop their own.</p> <p>Children have previously used all the material choices in Year 1, but have not been taught specific skills with them, so this learning will be a good opportunity to teach explicit art skills.</p>

**Year 2 MUSIC Topic 3: Does Chocolate Grow on Trees?**

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>• they can perform different rhythms at the same time e.g. Through chants/ playing instruments</li> <li>• that they can use combinations of different word patterns as an accompaniment</li> <li>• that music can be used to illustrate a story</li> <li>• orchestral music can depict images (and you need to be able to listen carefully to hear the different elements e.g. pitch, rhythm, beat, tempo)</li> </ul> <p><b>Vocabulary:</b></p> <p>beat/ pulse tempo rhythm rhythm pattern ostinato pitch accompaniment untuned percussion</p>	<p><b>Music express: Weather (3)</b> The children will listen to the <i>Waiting for the bus</i> chant. They should be able to identify different word patterns (an ostinato) in each part. They will split into 3 groups, and use different instruments to explore each ostinato and perform them together.</p> <p>They will listen to <i>Winter</i> from Vivaldi's <i>The Four Seasons</i> and look at how the music and musical instruments depict winter. They can make a link to the musical images created in <i>Waiting for the bus</i>. They will learn the song <i>It's raining it's pouring</i>, and pick out all of the word rhythms in the ukulele part. They will watch the <i>Rainy rap movie</i> which shows children performing a street dance routine and rap. They will go on to learn the rap to a backing track. They will then explore 3 different rainy patterns accompaniment. By the end, they should be able to perform the song, the rap and the word patterns together. The final activity looks at Aesop's fable 'the wind and the sun'. children use a storyboard to plan out the use of beat, rhythm and sounds for each part of the story. They will then perform using instruments and can record their performance.</p> <p><b>Cross curricular links:</b> <a href="#">Aztec drum rhythms</a></p> <p>The children will use drums and body percussion to explore different rhythms inspired by 16-century poems and songs written in Nahuatl, the language spoken by Aztecs. They will look at the drum patterns that accompany many of the songs Each drum pattern is written using four syllables, <i>To, Ko, Ti, and Ki</i>. (The activity uses notation, but the children are not expected to use it at this stage. They will just learn and repeat the rhythms like an ostinato)</p> <p>They will also listen to the Mexican hat dance music, identify the beat, the rhythm and the structure and will learn the dance. <a href="#">Mexican hat dance music</a>, <a href="#">Mexican hat dance tutorial</a></p>	<p><i>This follows on from the last topic where they explored the difference between the beat and rhythm. Now they will use their knowledge of the ostinato to perform more complicated raps and songs.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils use their voices expressively and creatively by singing a song and speaking a chant</li> <li>• Pupils listen to, review, and evaluate music across a range of styles, including the works of the great composers</li> <li>• Pupils create music on their own and with others</li> </ul>