

Year 2 HISTORY Topic 4: Superheroes

Key Assessment Questions

What is an explorer and what is a humanitarian? Name 1 famous explorer and a famous humanitarian. When did he/she live? How have these people made the world a better place? Why do historians argue over how Columbus should be remembered? Name sources that tell us about explorers.

SCHOOL VALUES (Spring 1): Justice and Courage Children will explore the idea of bravery and courage of explorers and humanitarians. Justice and injustice can be explored when looking at Cook and Columbus, where slavery and colonisation can be introduced as concepts. Why was it wrong for these explorers to try to take over others' land? Children can also explore themes of injustice when looking at Hilary and Tenzing Norgay. Who are the Sherpa people and why are they marginalised?

KNOW

DO

UNDERSTAND

- Know that an **explorer** is someone who explores parts of world where others have not been.
- Know that a **humanitarian** is someone who works to help people.
- Know that some of the figures studied lived in periods **beyond living memory** (Florence Nightingale) and some lived in **periods within living memory** (Neil Armstrong).

VOCABULARY

Explain with some support the terms (revisit): **history, history within living memory, history beyond living memory, chronological, timeline, source**

Vocabulary introduced: **explorer, humanitarian, equipment, log**

Chronological Understanding

- Know the name of one famous **explorer** (*Edmund Hilary of Everest, Robert Falcon Scott, Christopher Columbus, Neil Armstrong*).
- Know the name of one famous **humanitarian** (*Mary Seacole, Florence Nightingale, Edith Cavell*).

With support, place some known periods and events of history Y1/GF of London and a famous explorer on a chronological timeline.

Tell the narrative of the moon landings of 1969 or Scott's Antarctica trip 1910-1913, mostly accurately.

This unit's main focus is on researching the lives of significant individuals in the past who have contributed to national and international achievements.

Note the chronological connections between Christopher Columbus and the Aztecs. The Gunpowder Plot and Great Fire of London happened after the fall of the Aztec Empire.

Enquiry (Sources and interpretation)

- Know what a **source** is and that it helps us to find out about the past.
- Know that a **log** is like a diary entry and it is **evidence** of an **eye witness account**.
- Know that for an explorer like Christopher Columbus, it is more difficult to find sources because he lived a very long time ago.
- **Some people think that Columbus should be remembered well in history, while others don't agree).**

Name a source that tells historians something about the past e.g. *Neil Armstrong video footage compared to Columbus' letters to Spanish royalty*.

How have opinions of Columbus changed in the light of new evidence? * (Explore historians' differing arguments)

Geography Link: Use maths and geography skills when looking at famous explorers and world maps.

Literacy Link: Reading and writing logs

PSHE and British Values Children should be given opportunities to reflect on concepts of slavery and colonisation – taking over someone else's land (Columbus). **Why was this wrong?**

Children should begin to understand how historians use evidence/sources to argue what they think.

Enquiry: Cause & consequence, change & continuity, similarity & difference

- Know that some of these explorers had different equipment from each other and equipment used today.
- Know that explorers and people who have helped others are kind of superheroes because they have changed the world.
- Know the name of one famous humanitarian helping people right now (*Dr Rick Hodes Red Cross*).
- **I know that historians have influence over who is remembered from the past.**

Compare the lives and equipment of those explorer with explorers today.

Describe what these people did and how they have made the world a different place.

Who was Tenzing Norgay? Why was he not celebrated as much as Hilary?

Children should now begin to see how historians deem significance to individuals in history.

Recognise why people did things, why events happened and what happened as a result.

PSHE

Who are the Sherpa people and why are they marginalised?

PSHE and British Values

Children should reflect on feelings of some of these individuals. **Link perseverance and bravery to school values.** What can we do to change the world for the better?

Year 2 Geography

Superheroes

Assessment Questions

- Can you tell me about some famous explorers and where they went? Show on a world map.
- Where in the world is Mount Everest? What is the name of the mountain range Everest is part of? What is the weather like there? In which continent is Mount Everest?
- Describe some physical features of Antarctica

| Know | Do | Understand |
|--|---|--|
| <p>Place Knowledge</p> <p>I know that: Antarctica is the fifth largest continent on our planet and it is the driest and the coldest of the seven continents. Antarctica is a dry, icy desert (type of biome). The Emperor penguins are the only penguin species that live in Antarctica.</p> <p>Human and Physical Geography</p> <p>Mount Everest is in the country of Nepal, which is in the continent of Asia. It is part of a mountain range called the Himalayas. Mount Everest has a snowy climate.</p> <p>Vocabulary</p> <p>Voyage, founded, country, continent, America, Antarctica, Mount Everest, Nepal, mountaineer, explorer</p> <p>Geography Core Concepts: Climate Population Environment</p> | <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 <p>Use a world map to show the journeys of famous explorers (trace the lines from Spain to Caribbean for Columbus, Captain Cook from England to Australia and then Scott's journey to Antarctica).</p> <p>Show on the same map (above) some names of oceans. Locate Nepal and Mount Everest on a world map and name its continent.</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 • 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 <p>Identify a hot region of the world (Caribbean) and a cold region (Antarctica) and explain why they are hot/cold (use equator).</p> <p>Use geographical language to describe physical features of Antarctic (desert biome).</p> | <p>In this topic, the children begin to deepen their understanding of the continents so that they not only know their names and locations but are able to think more about their climate in relation to their position in the world. They will learn more about the physical features and biomes found in Antarctica and find out more about the Himalayas and the biomes found in Asia and Nepal.</p> |

Year 2 ART Topic 4: Superheroes!

Assessment Questions

What is special about Roy Lichtenstein's work? What is a ben day dot? Why have you used them?
Talk to me about why/how you created your patterns.

Justice and courage

| KNOW | DO | UNDERSTAND |
|---|---|---|
| <p>Can explain the features of Roy Lichtenstein's work.</p> <p>Know how to choose colours purposefully and explain my choices.</p> <p>Can explain Benday dots and their purpose.</p> <p>Know how to create patterns using colour and line.</p> <p>Key vocabulary: Roy Lichtenstein Benday dots Features Technique Storyboard Apply Pattern Line</p> | <p>Children to study Pop Art by Roy Lichtenstein and use ben day dots techniques to create own comic strips/characters.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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. | <p>There are clear, explicit links with this learning – children have been exploring what it means to be a superhero. They will design their own superhero, or themselves as a superhero, and having looked at the work of Roy Lichtenstein/Nikki Douthwaite, will create their own pop art-inspired version.</p> <p>Children have created storyboards previously in English, and so are familiar with the concept of mapping out a story visually (much like a comic), but will not have created this style of art before. This is a good opportunity for explicit teaching of art skills.</p> |

Year 2 MUSIC Topic 4: Superheroes!

| KNOW | DO | UNDERSTAND |
|--|---|--|
| <p>I know that:</p> <ul style="list-style-type: none"> • sounds can be combined to make musical effect (including vocal sounds) • music, dance and drama can combine in story telling • a sound picture can be used to record a composition • that you need to think about how you are standing/ sitting when performing to an audience and that you must follow a clear start and stop signal <p>Vocabulary: beat/pulse rhythm ostinato duration dynamics timbre pitch tempo composition crescendo</p> | <p>Music express: Storytime (3) The children will play sound games to help them name and recognise instruments, as well as improve their listening skills. They will listen to an extract from Tchaikovsky's 'Nutcracker' and use pictures to help them understand what the music is trying to depict. They will then create their own ideas, using different instruments and sound makers to retell the story – focus on pitch, timbre of sounds, changes in dynamics (crescendo). They will record their performance.</p> <p>The will listen to 'spooky spinney' and explore what sort of sounds they might hear. They will play sound games to play around with these ideas. They will listen to 'The night on the bare mountain' by Mussorgsky and talk about what story it is telling and how the orchestra creates a scary mood. The final lesson can be adapted from the scheme to fit with superheroes. The children will put their ideas together for how sounds can match characters and objects from a story.</p> <p>They will discuss the effectiveness of the various ideas. Think about whether to play louder or quieter, faster or slower, or whether to select a different instrument or combination of instruments. They will then create a sound picture and rehearse each section in groups. They will listen and appraise each other's work before putting on a performance for another class.</p> <p>Cross curricular links:</p> <p>Learn and perform 'Something just like this' by Coldplay</p> | <p><i>In Year 1 the children explored the idea that music could be used to tell a story and know that the tempo and dynamics can be changed to make different musical effects.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by speaking chants • Pupils experiment with, create, select, and combine sounds • Pupils play tuned and untuned instruments musically • Pupils understand and explore how music is created, produced, and communicated • Pupils listen to, review, and evaluate music, including the works of the great composers |