

Year 2 HISTORY Topic 5: Suitcases and Sandcastles

Key Assessment Questions

Who were the **Victorians**, who are they named after and when did they live? How do we know about the Victorians? How are our holidays different from the Victorians' holidays in Britain?

SCHOOL VALUES (Spring 2): Compassion and Service

Children will explore these values in the context of Victorians and holidays. From work on Bournville and Csdburys, children will know that life was hard in Victorian times for ordinary people, holidays by the seaside would have been the best time of the year. How did others service people at resorts so that they could have a holiday?

	KNOW	DO	UNDERSTAND
	<p>Victorians were people who lived under the reign/rule of Queen Victoria from 1837 to 1901</p>	<p>VOCABULARY Describe what terms past and present mean in the context of seaside holidays in 1900s. Explain with <u>some support</u> the terms: history, history within living memory, history beyond living memory, chronological, timeline, source. Vocabulary introduced: Victorian, monarch</p>	
Chronological Understanding	I know that Victorian times were in the 1800s (1837 to 1901)	With support, place the Victorian period on a timeline, along with other known events (see school timeline).	Children should now have more secure understanding about placing events in chronological order. While this unit provides a mostly geography focus, it still gives opportunity for children to examine sea sides in the past and now. Connect period with growth in Cadburys (1800-1900s).
Enquiry (Sources and interpretation)	Know that holidays and sea sides in the past in the UK were different from today. Know what a source is and that it helps us to find out about the past.	How do we know what holidays were like 100 years ago? * Name and describe 1 or 2 sources that tell historians about how Victorians enjoyed holidays by the sea (<i>photos, paintings, letters, clothes</i>).	Children should carry on asking questions about sources and how historians use them to build understanding of the past.
Enquiry: Cause & consequence, change & continuity, similarity & difference	Know that Victorians wore different clothes to swim and they used sea bathing machines. Know that we still enjoy eating ice cream and playing in the sand.	Compare and contrast features of the seaside then and now.	Begin to see how historians understand how life changed across different periods.

Year 2 Geography

Suitcases and Sandcastles

Assessment Questions		
<p>- Can you tell me the names of some seaside towns in the UK? Show me on a map Where is Scotland? Show me on a map. What is the capital of Scotland?</p> <p>- What are human features of geography? What are physical features of geography? What human and physical features of geography might I find in a seaside town?</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I know that the coast is where the land meets the sea I know that Western Super Mare is the nearest beach to where we live.</p> <p>I know the UK is an Island, which contains four countries and it is surrounded by sea.</p> <p>I know the names of the four countries of England and I am beginning to know the names of the seas surrounding the UK.</p> <p>I know some basic facts about Scotland.</p> <p><u>Human and Physical Geography</u> I can name the physical features that can be found on a coast.</p> <p><u>Vocabulary</u> Human and Physical Geography Coast, sea, beach, cliff, coastal path, physical geography, port, island, compass points Geography Core Concepts: Settlement Population Environment</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Geographical Skills and Fieldwork</u></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 variety of maps to locate some seaside towns on a UK map (label 4 countries of UK). Locate Scotland on a UK map and label some of the Islands and the seas surrounding it. Find and label the Scottish Island of Coll (<i>Struay based on Coll</i>).</p> <p><u>Place Knowledge</u> Compare two different seaside resorts in the UK. (St David's in Wales and Penzance in Cornwall) describe how they are the same and different.</p> <p><u>Human and Physical Geography</u> <u>NC: 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</u> Explain the difference between human and physical geography. Describe the physical and human features of seaside resorts in the UK (label a seaside town map, aerial photograph or diagram using vocabulary above).</p> <p>Discuss some of the dangers of living close to the sea and explain how to keep safe near the sea.</p> <p><u>Geographical Skills and Fieldwork</u> <u>NC: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</u> Draw basic maps, including appropriate symbols and pictures and a key to represent places or features (map of a beach or island)</p>	<p>In this topic, the children learn more about the physical features found along the UK's coastline. They have a chance to revisit and broaden their understanding of the UK by revising the countries, and then the seas surrounding it. They will then focus on the coast: an area very far away from us in Birmingham. They will learn that because the UK is an island it has a huge amount of coastline and through exploration of maps, photos and videos the children will look at the physical features of coastal areas and how these differ from our local area. They will also learn about keeping safe at sea and find out the role of the RNLI.</p>

Year 2 ART Topic 5: Suitcases and Sandcastles

Assessment Questions

What is a sea sculpture?
 What does 3D mean?
 What is Andy Goldsworthy's work like?
 How is your sculpture similar to Andy Goldsworthy's work?

KNOW	DO	UNDERSTAND
<p>Can explain what a sculpture is and how it is different to other art forms.</p> <p>Can explain what 3D is.</p> <p>Can explain the features of Andy Goldsworthy's work.</p> <p>Can purposefully choose materials for m sculpture, and explain my choices, linking itto Goldsworthy.</p> <p>Key vocabulary: Sculpture 3D Form Shape Texture Pattern Andy Goldsworthy Materials Purpose</p>	<p>Natural resources: Sea sculptures Explore patterns and textures through rubbings and drawings. Exploring the work of Andy Goldsworthy and creating hanging sculptures from raw/natural/found materials.</p> <p>Tartan art, linked to the Katie Morag stories.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences - become proficient in sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design</p> <p>NC Content: - to use a range of materials creatively to design and make products - to use 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</p>	<p>This unit of work supports the themeof 'The Seaside.' In this unit, children explore patterns and textures through drawing and rubbings whilst then constructing sculptures from found materials in the local area and those brought in from the seaside.The unit begins by looking at paintings of the seaside by artists. As the unit moves on, children explore artists that create sculptures on the beach of from using materials in their local environment.</p>

Year 2 MUSIC Topic 5: Suitcases and Sandcastles

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • a steady beat, and combinations of rhythms can be used to accompany songs • they can use their musical vocabulary to describe what is happening in music • they can change the tempo of a piece of music to create an effect • you can use notation (graphics on a picture score) to create music which can then be played • that you need to prepare and improve your use of movements, voice and percussion before performing <p>Vocabulary:</p> <p>duration dynamics timbre pitch tempo composition score</p>	<p>Music express: Travel (3) The children will listen to ‘Go to town on a bus’, listening for rhyming words and suggesting actions. They will use tuned percussion instruments to provide an accompaniment to the song using the notes G and F and perform using a backing track. They will listen to and learn to perform <i>Simama kaa</i>, a song from Tanzania, using actions. This will be developed further by using 3 different rhythmic patterns on instruments to accompany the song: first separately, and then combining them as the class sing. They will listen to ‘Short ride in a fast machine’ by John Adams and watch different videos (train ride, rollercoaster) to discuss what the music suits and why.</p> <p>They will play a game with the instruments to see if they can keep in time to the beat in the music (its tempo changes as it speeds up and slows down to a stop.) Using a picture score (with rhythms shown graphically), the children will learn 4 rhythms which they can play in different combinations. Using a picture of a theme park (it could be a picture of a seaside funfair to link to topic), the children will make a class composition, using different sounds and tempos for each ride. A child conductor will use the picture as a score to point to each ride in order to create a class improvisation.</p> <p>Cross curricular links:</p> <p>Ceilidh music and traditional dances e.g. Dashing white sergeants, Canadian Barn dance</p>	<p><i>This follows on from previous work on rhythm, beat, ostinato and tempo in the last 3 units. The children have to combine all of these elements. They are used to working with a steady beat but this unit will develop their understanding of how a beat may change tempo and the effect it has.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils learn to sing and play a musical instrument • Pupils explore tempo, timbre, and appropriate musical notations • Pupils listen to, review, and evaluate music, including the works of the great composers