	Year 2 HISTORY Topic 6: Go Wild		
	Key Assessment Questions *Who were the **Aboriginal people,** where do/did they live and when do they date back to**?*** *Whatdoes **indigenous** mean?* *How do we knowabout life for Aboriginal people a long time ago? What kinds of sources help historians?*		
	SCHOOL VALUES (Summer 1): **Truthfulness and Trust** Children will explore the idea of how indigenous people were wronged by Europeans who look over lands in Australia and New Zealand. Children should recognise the importance of these governments now being honest about wrongs and apologising to the indigenous people groups for wrongs, and now helping these communities more.		
	KNOW	**DO**	**UNDERSTAND**
	Know that ***indigenous peoples*** means the people who have lived on a land for a very longtime, the first people to live there. Know that ***Aborginal*** is the name of a peoplegroup in Australia and New Zealand.	**VOCABULARY** Vocabulary introduced: Indigenous peoples, Aboriginal	
Chronological Understanding	Know that these people lived a very very longtime ago, but they had families, who had more families and Aboriginal peoples are still in Australia and New Zealand today.	Understand that Aborginal people date back to prehistoric times, this would be right at the beginning of our school timeline.	Although this unit is a mostly geography and science focus, children should have the chance to learn about the history of the Aboriginal peoples. Children should make the connection between indigenous people of Australia and the indigenous people – Aztecs. Children should carry on asking questions about sources and how historians use them. Children should also begin to see how historians think about change and continuity over a long period of time. Children can discover for themselves that like the Aztecs, the Aboriginal people groups have had land taken away from them. Recognise why people did things, why events happened andwhat happened as a result.
Enquiry (Sources and interpretation)	Know that different sources can tell us different things about Aboriginal peoples.	How do historians compare simple aspects of Aboriginal life then and now (sources: *animal paintings, Aborginal dream stories, remains found in the ground*).	
Enquiry: Cause & consequence, change &continuity, similarity & difference Significance			

Year 2 Geography Go Wild

Assessment Questions

- *Where in the world is Australia? Show on a map and a globe. In which continent is Australia? What is the capital of Australia? What is the **climate** like in Australia?*
- *What is a **biome**? Can you give me an example of one in Australia (what kind of animals live in an area?)*
- *What does **population** mean? Why do lots of people live near the coast in Australia?*

Know	Do	Understand
Place Knowledge I know that Australia or Oceania is a continent, and can name some countries found within it (Australia, New Zealand, Papua New Guinea and Fiji.) I know the capital of Australia is Canberra. I know that Australia is in the southern hemisphere of the world. Vocabulary **Australia, Australasia, continent equator, southernhemisphere biomes settlement population climate** **Geography Core Concepts:** Landmarks Settlement landmarks Population Environment (Biomes)	**Locational knowledge** • **name and locate the world's 7 continents and 5 oceans** **Geographical skills and fieldwork** • **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** Locate Australia and its continent on a worldmap/atlas/globe and Google Earth and name some oceans in the continent. Label Australia, its capital, oceans and the equator on a map. **Human and physical geography** • **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** Describe the temperature, vegetation, **biomes** (desert, forests, coasts) and the climate of Australia, using the equator to explain. Describe the physical features (see above) and biomes of much of Australiaand give reasons why many people live near the coast. Describe some human features (population, tourism and holiday destinations). **Geographical skills and fieldwork** • **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** Study aerial images, Google Earth and climate maps of Australia to understand why the coastal areas are more populated.	In this topic, children research some exciting habitats found within Australia to study. When choosing an animal and considering how it is well suited toits environment the children explore the climate and **biomes** found in Australia and contrast this with the UK. They learn aboutthe physical features (climate and vegetation) as well as human features (towns/cities, farming/ tourism/ transport links/ population density) across Australia.

Year 2 SCIENCE Topic 6: Go Wild!		
Assessment Questions: What equipment might I use to study a microhabitat? Where might I find a woodlouse's microhabitat? How are animals needs similar to ours? What do animals need to stay alive and healthy? What is a habitat?		
Values: Forgiveness		
KN OW	DO	UNDERSTAND
NC content: S: explore and compare the differences between things that are living, dead and things that have never been alive. S: identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. S: identify and name a variety of plants and animals in their habitats, including microhabitats. S: describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ***Vocabulary:*** *living, dead, habitats, basic needs, depend, variety, microhabitats, food chain, sources, classification, basic needs, shelter.* Children know how to tell whether something is living, dead or alive. Children can explain what we need to stay alive and healthy. They can give examples of things that are living or have lived and things that have never lived – introduce idea of shells and sponges. Pupils know the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). Children can give examples of different animals and their habitats – why does their habitat work for them? Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.	**NC content:** WS: asking simple questions and recognising that they can be answered in different ways WS: identifying and classifying When exploring whether things are alive, dead or never been alive, they will describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' When exploring different habitats, e.g. rainforests, artic etc, children ask questions about how an animal might live there. Children come up with a question e.g. where do insects live in the park? Children use their observation skills to examine Sparkhill Park. They look for microhabitats, e.g. woodlice living under a log. Children use basic scientific equipment. Children identify and classify animals. Children compare this to Australia – different habitat completely. ***Health for Life: Growing*** ***NC Plants*** **Observe and describe how seeds and bulbs grow into mature plants.** **Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.** • Grow **hyacinth and daffodil bulbs and mix of seeds for flowers** to explore difference between seeds and bulbs and how light affects plant growth. How much light and where should they be planted? *Plant in March* • Grow **peppers** and **cherry tomatoes** to (use in cooking – vegetable kebabs) *Plant in March* • Grow **parsley** to use in cooking. Plant in March	*PRIOR LEARNING: From Year 1, children can Identify and name a variety of common wild and garden plants. They can identify the basic structure of a variety of common flowering plants. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.* In Year 2, children will build on this, by looking at microhabitats as well. They will understand how to classify something as dead, alive or never been alive. Children will have a wider understanding of the local area and how animals' basic needs are very similar to our own. Children will start to think about how we adapt to our local area – if cold, put a coat on etc.

<table>
<tr><th colspan="3">Year 2 MUSIC Topic 6: Go Wild!</th></tr>
<tr><th>KNOW</th><th>DO</th><th>UNDERSTAND</th></tr>
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<td>I know that:
• notes have names and can go up and down in steps
• a scale is a series of notes going up/down in pitch order
• the high, middle and low notes in a scale can be used to form a melody and can create pitch shapes

Vocabulary:
pitch
composition
score
scale
step movement
glissando
tuned percussion</td>
<td><u>Music express: Water (3)</u> The children will join in singing ‘The slippery fish’ song. They will watch a video which shows how body movements can reflect the change in pitch/ notes. They will learn the song though naming the note names. They will then move the melody onto tuned instruments, splitting the song into 4 sections. They will learn about frog life (habitat, food, movement) and then listen to ‘The little green frog’, seeing how the song matches the frog’s personality. The children will use chime bars to look at the melody for the frog and the bird, and how they go up in steps.

They will then look at the ‘frog score’. It has 5 lines to follow – some are graphic notations; others show the notes. They will explore the song by following the score and playing different lines. As a class, they will then compose a piece of music to describe a pond. They will listen to some water music for inspiration and to learn how to use xylophones/ glockenspiels to create glissandos. The children will have a pond picture to use as a score, and split into 5 different groups (using tuned and untuned instruments) and a class conductor to put the musical performance together.

Cross curricular links:
The children will learn a song to go with an Aboriginal Dreamtime story. They will consolidate work on call and response, and then begin to sing in two parts. Tiddlick the frog. They will also listen to aboriginal music played on the digeridoo (link on the same page)
BBC resource: Andy's animal raps</td>
<td>This follows on from the unit ‘ourselves’, taught in ‘Firefighters’ where children experimented with changing pitch and recording visual representations of pitch. They will now begin to move on to seeing how pitch changes in a scale and start to learn note names. This will allow them to be able to play tuned instruments with more confidence.

NC Areas covered:
• Pupils learn to sing and play a musical instrument
• Pupils explore pitch, timbre, and duration
• Pupils experiment with, create, select, and combine sounds
• Pupils play tuned and untuned instruments musically
• Pupils create and compose music</td>
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