# Year 2 History and Geography Learning Challenges 2023-24

| Autumn 1<br><br>**What would Paddington Bear find exciting about our capital city (London)?**<br><br>Geography/ History Link | WOW Starter – Paddington Bear package and letter<br>LC1 Exploring Bolton<br>LC2 Postcodes and Google earth<br>LC3 London attractions<br>LC4+5 Map work to plot a route to Buckingham Palace and drawing maps of London<br><br>History – To look at how artists in the past have portrayed London<br>Geography – Locate Bolton and London on a map. | Autumn 2<br><br>**Why were Christopher Columbus and Neil Armstrong such brave people?**<br><br>Geography/ History Link | History- The lives of significant individuals in Britain's past who have contributed to our nation's achievements<br>LC1 What would we need to take with us on a voyage of discovery?<br>LC2 Who was Christopher Columbus and why do we talk about him today?<br>LC6 Why would Christopher Columbus's voyages have been very dangerous?<br>Geography link- map work of the place Christopher Columbus visited |
|---|---|---|---|
| English Link | WOW Starter – Paddington Bear package and letter. Write a letter back to Paddington Bear<br>LC3 London attractions – Information poster about exciting things to do in London.<br>LC4 Map work to plot a route to Buckingham Palace – Instructions on how to find Buckingham Palace<br>LC7: Reflection: How could Paddington use London in one of his TV adventures? Leaflets about London | English Link | LC3 What would it be like to be a spaceman? Discussion<br>LC4 Who do you know that's famous and what can you find about them? Research task and poster<br>*There are many opportunities for children to carry out research. These opportunities should occur during LC2, LC3 and LC4*<br>English unit of work- Explorers.<br>Writing Non-chronological reports about Neil Armstrong. |
| Maths Link | Directional language – North, South, East and West | Maths Link | Opportunities will arise for children to create graphs and tables of favourite musical and other artists. These should occur during LC2, LC3, LC4 |
| Creative Art Link | LC6: How can we create paintings from photographs of special places in London?<br><br>Look at photographs of famous landmarks/ buildings in London and then look at the work of a range of artists before creating their own painting/ drawing, e.g. William Turner | Creative Art Link | LC5 Can you create a space painting or a painting of an old ship sailing on the sea?<br>Children will be asked to look at photographs taken from space and of the work of famous painters such as Turner and try to create their own painting based on one of these two themes.<br>LC7 How did Christopher Columbus and Neil Armstrong make our world a better place?<br>Create planet collages |

| Expressive Art Link | LC7: Reflection: How could Paddington use London in one of his TV adventures? Create a TV advert all about London | Expressive Art Link | LC8 Reflection: What would you like to become famous for and why? Drama Role play first space mission |
|---|---|---|---|
| Computing Link | Research facts about London | Computing Link | |

| Spring 1<br><br>**What started London Burning?**<br><br>Geography/ History Link | WOW Starter – Visit to Staircase house<br>LC1 To find some of the ways London has changed.<br>LC2 To find out about jobs in the past.<br>LC3 To find out how the fire started and spread<br>LC4 to find out how we know about the Great Fire of London<br>History - To know who Samuel Pepys was and why he was important to Britain.<br>Geography – Plot on a map where the GFOL started and why it was important to Britain. | Spring 2<br><br>**Where would you prefer to live, England or Mexico?**<br><br>Geography/ History Link | **History** – What was Mexico like in the past (Aztecs)<br>**Geography** – Find Mexico City/ Tocuaro on a map and draw maps of Tocuaro village<br>What would you ask a Mexican about Mexico?<br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. (Tocuaro)<br>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.<br>Study of Mexico City and village of Tocuaro – Compare similarities and differences. |
|---|---|---|---|
| English Link | Children to write diary entries using conjunctions.<br>Children to write a recount using connectives.<br>Children to write a newspaper report about the fire.<br>Write an adventure story in the first person – Lucky the Baker's Cat.<br>Write a fact file of Samuel Pepys. | English Link | LC1 requires children to think of a range of questions they would wish to ask a visitor from Mexico (these may be members of a dance or music group invited to school or could be a local person who has strong connections with Mexico.<br>In addition LC2, LC3 and LC4 enables children to carry out research and develop writing opportunities as a result.<br>Children to write an adventure story based on Mexico (Magic Ring) LC7<br>LC1 - What would you ask……?<br>LC2 -What are Mexican people proud of?<br>LC4 - Which animals would you find living in the wild in Mexico?<br>LC7 – What would your school day be like if you lived in Mexico? |

| Maths Link | Timelines | Maths Link | Costing of dips and dippers<br>LC3 - What are the main differences in the climate of Mexico and England?<br>Compare temperature charts and make graphs |
| --- | --- | --- | --- |
| Creative Art Link | LC 5 To find out about and paint Tudor houses<br>LC7 Design a new London, improving conditions so the fire won't happen again.<br>LC8 Children to build Tudor houses to then burn, recreating the Great Fire of London.<br>Children to explore mixing warm colours with paint to create a silhouette of London.<br>Design wattle and daub walls using clay.<br>Design and make fire marks. | Creative Art Link | Children to look at the colour/ patterns associated with Mexican artists.<br>Design and make a Mexican mask.<br>LC4 research and create oil pastel drawings of Mexican animals.<br>Design and Technology- Design and make a healthy Mexican dip and dipper. (Food technology, hygiene and food preparation skills)<br>LC 8- Making our own Mexican shakers. |
| Expressive Art Link | LC8 - Act out the story, dressing up and role playing. Use of assembly to show what the children have learned. | Expressive Art Link | LC8- Children would be encouraged to listen to the rhythms associated with Mexican music and try to recreate their own music giving consideration to the choice of instruments and their voices. |
| Computing Link | Children to use 2create to make an animated recount of The Great Fire of London, with sound. | Computing Link | Children to create Mexican/Aztec pattern using Purple Mash. |

| Summer 1<br><br>**What was it like when the queen came to the throne in 1953?**<br>Geography/ History Link | LC5-Research toys in the past<br>LC6 – What was the British Empire?<br>Children to use maps to find out about the location of countries within the British Empire and at the same time locate continents and oceans on their maps.<br>LC7- What key events have happened since the Queen's reign?<br>Children to look at events beyond living memory that are significant nationally or globally. | Summer 2<br><br>**Why do we love to be beside the seaside?**<br>Geography/ History Link | WOW visit – Blackpool Tower<br>Geography - Identify seasonal and daily weather patterns in the United Kingdom - human and physical features of a small area of the United Kingdom.<br>History – What was Blackpool like in the past? |
| --- | --- | --- | --- |
| English Link | LC2 - What happened at the Coronation? Opportunities for children to role play a coronation and develop oracy skills. Additional opportunities for research provided through LC2, LC3, LC4 and LC5.<br>Write fact files about the Queen. | English Link | Opportunities in LC3 for descriptive writing and further opportunities in LC5 and 6 for research and postcard style writing.<br>Children to write seaside senses poetry.<br>Children to write recount of Blackpool trip.<br>Children to write a visitor's guide to Blackpool. |

| | | | |
|---|---|---|---|
| | LC 5 - What would you have done after school if you had lived in 1953?<br>LC 4 - What would your favourite football team or dress have looked like in 1953?<br>LC 8 - What job does the Queen do? (Comprehension – Non-fiction texts) | | Children to write letters to Blackpool tower staff.<br>LC4 – Create information posters about lifeboats and light houses.<br>Aqualease to visit school bringing in rock pool creatures. Children to write a report. |
| Maths Link | Great opportunity provided in LC5 for linking dates with events and in LC7 for developing number skills through money.<br>LC7 - What key events have happened since the Queen has reigned? (Homework task)<br>LC9- How much would our shopping basket have cost in 1953? | Maths Link | Providing opportunities for children to carry out research about their favourite holiday destinations and create graphs and charts/.<br>LC1 - Where do you go to on holiday and why?<br>LC3 - What do you notice about the coast and how is it different to your town?<br>Children to use Venn diagrams. |
| Creative Art Link | Design a Coronation gown and mug for the Queen.<br>LC3 – What did the Queen's dress look like?<br>LC4- Children could research in the first instance and then design their own football team kit based around this time or they could design a special dress that might have been worn at this time.<br>Children to create Pop art Queen pictures in the style of Andy Warhol | Creative Art Link | LC2 - What attracts visitors to seaside resorts?<br>Provide opportunities for children to take photographs when on their visit and then use these photographs to create their own postcard.<br>Children to create HUGE and miniature Blackpool tower drawings in pen and art pastel, looking at architects drawings.<br>LC7 - Children to learn – What can you find in a rock pool, then make a rock pool from collage materials. |
| Expressive Art Link | LC10 Drama – Role play the coronation and hold a street party.<br>Music – Learn the National Anthem and Rule Britannia. | Expressive Art Link | Children to learn Ballroom dancing in the famous Tower Ballroom.<br>In groups, children to create a presentation – What makes the seaside special? |
| Computing Link | | Computing Link | Provide opportunities for children to take photographs when on their visit and then use these photographs to create their own postcard.<br>Use the internet to research Blackpool's features. |

# Religious Education 2023-24

| Year 2 <br><br> **Autumn= 14 hrs** <br> **Spring= 11 hrs** <br> **Summer= 14 hrs** <br><br> **TOTAL= 39 hrs** <br> **NCFU= 8 hrs** | **2.1** The Bible- why is it such a special book? (6hrs) <br> Followed by NCFU Special Books (4 hrs) <br><br> **2.2** Christmas- why was the birth of Jesus such good news (4 hrs) | **2.3** Jesus Friend to Everyone (6 hrs) <br><br> **2.4** Easter Symbols (5 hrs) | 2.6 What happened at Ascension & Pentecost? <br> (4 hrs) <br> 2.5 The Church- why is the Church such a special place for Christians? (6 hrs) <br> Followed by NCFU Places of Worship (4 hrs) |

Note: RE in a Church school should make up 5% of overall curriculum time.

KS1= 36 hours (one hour per week) AS A MINIMUM

Non-Christian Faith Units should take up 20% of teaching time. (7hrs) At St Andrew's, we focus on Judaism & Islam.

*NB…Multi-faith week is in addition to these hours.*

# Computing in KS1 - 2023-24

## GRAPHICS

- Use various tools such as brushes, pens, rubber, stamps and shapes. ☺
- Draw using a good level of mouse control. ☺
- Save, retrieve and print work. ☺

## TEXT

- Use spacebar, shift, caps lock, backspace, delete, arrow keys and enter. ☺
- Start to format text including font, colour and size. ☺
- Start to use two hands when typing. ☺
- Word process short texts to present. ☺

## MULTIMEDIA

- Record sound at and away from a computer. ☺
- Use software to record sounds. ☺
- Change sounds recorded. ☺
- Save, retrieve and edit sounds. ☺
- Begin to use green screen technology to present work. ☺
- Create an animated eBook aimed at a target audience. ☺
- Combine text, images and sound on each page. ☺

## PROGRAMMING/BEE-BOT

- Give commands including forwards, backwards, turn ¼ and ½ left and right. ☺
- Explore what happens when a sequence of instructions is given. ☺
- Programme a set of instructions to move Bee-Bot from one place to another on a mat. ☺
- Begin to de-bug a set of instructions. ☺
- Begin to use the word algorithm. ☺
- Start to predict programs. ☺
- Navigate Scratch Jr. Programming environment.

| | |
|---|---|
| **INTERNET** | |
| • Talk about websites they have been on. | ☺ |
| • Explore a website by clicking on the arrows, menus and hyperlinks. | ☺ |
| **EMAILS** | |
| • Recognise an email address. | ☺ |
| • Find the @ key on the keyboard. | ☺ |
| • Contribute to a class email. | ☺ |
| • Open and select to reply to an email as a class. | ☺ |
| **E-SAFETY** | |
| • Consider other people's feelings on the Internet. | ☺ |
| • Make decisions about whether or not statements found on the internet are true or not. | ☺ |
| • Identify devices that can be used to search the Internet. | ☺ |
| • Identify what things count as personal information. | ☺ |
| • Identify when inappropriate content is accessed and act appropriately. | ☺ |
| • Recognise that a variety of devices can be used to connect a number of people. | ☺ |
| • | |
| **DATA** | |
| • Collect information and add that information to a pictogram. | ☺ |
| • Enter information/pictures into a simple spreadsheet. | ☺ |
| **EVERYDAY TECHNOLOGY** | |
| • Recognise various forms of technology inside and outside of the home. | ☺ |
| **PHOTOGRAPHY** | |
| • Take a photograph of a friend. | ☺ |
| • Crop an image. | ☺ |
| • Start to use other tools to improve the picture | ☺ |

| | E-Safety | | Programming | | Data-Handling | | Everyday Technology |
|---|---|---|---|---|---|---|---|
| E1 | I can explain why I need to keep my password and personal information private. | P1 | I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. | DH1 | I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. | ED1 | I can talk about the differences between the Internet and things in the physical world. |
| E2 | I can describe the things that happen online that I must tell an adult about. | P2 | I can tell you the order I need to do things to make something happen and talk about this as an algorithm. | DH2 | I can make and save a chart or graph using the data I collect. | ED2 | I can tell you why I use technology in my home and community. |
| E3 | I can talk about why I should go online for a short amount of time. | P3 | I can program a robot or software to do a particular task. | DH3 | I can talk about the data that is shown in my chart or graph. | ED3 | I am starting to understand that other people have created the information I use. |
| E4 | I can talk about why it is important to be kind and polite online and in real life. | P4 | I can look at my friend's program and tell you what will happen. | DH4 | I can tell you what kind of information I could use to help me investigate a question. | ED4 | I can tell you why I use technology in the classroom. |
| E5 | I know that not everyone is who they say they are on the Internet. | P5 | I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it. | DH5 | I am starting to understand a branching database. | | **Multimedia** |
| MM1 | I can tell you about an online tool that will help me to share my ideas with other people. | MM2 | I can use the keyboard on my device to add, delete and space text for others to read. | MM3 | I can use technology to organise and present my ideas in different ways. | | |