Year Group: Two	Term: Spring.2 & Summer.1.	Teacher(s):

Intent:

History:
- Ongoing: Use a wider range of words and phrases e.g. past, present, before, after decade and century.
- To recall events beyond living memory that are significant nationally or globally.
- Independently sequence events in a period of History in chronological order & begin to record dates of important festivals or celebrations.
- Give reasons why an event or individual is significant.
- Describe the impact of a significant event/individual.
- Recount the life of someone famous from Britain who lived in the past e.g. Christopher Columbus.
- Identify & recognise the main motives of the explorer Christopher Columbus, describe what he achieved & give reasons to help understand why he was able to accomplish what he did.
- Describe the achievements of Ranulph Fiennes, the qualities he possesses & give reasons why he is recognised as the world's greatest living explorer.
- Plan questions and produce answers to historical enquiries using appropriate historical vocabulary.
- Select information independently from several different types of sources in including written, artefacts, visual and auditory.

Prior knowledge (Year 1 curriculum):
- Identify & recall key features of significant events.
- Consider why an event/person is significant.
- Identify hot & cold areas of the world.
- To identify places on a map.
- To use historical & geographical vocabulary.

English links:

Persuasion text-Persuade someone to visit a new or "undiscovered" place (children could use artwork as stimuli).

Explorers

History, Geography, Art & DT Focus.

Articles 11 & 19:
Lots of opportunities linking to not being mistreated/captured (Columbus arrested for mistreating colonists and capturing/kidnapping natives).

Article 35:
The Government should take steps to make sure that you are not kidnapped, sold or taken to other countries to be exploited.

Geography:
- Name & locate the world's 7 continents, 5 oceans & the equator on a map.
- To use basic geographical vocabulary to identify & describe human features of a different part of the UK & a non-European country.
- To identify & compare human & physical features of a small part of the UK & a non-European country e.g. Devon & the Bahamas using maps and secondary sources.
- To understand simple compass directions & locational/directional language to describe the location of features on a map of the UK.
- Use world maps, atlases and globes to identify countries, continents & oceans studied e.g. route of Christopher Columbus or another explorer.

Art:
To develop a wide range of techniques through observational drawings.

- Use modelling materials to create imagery or realistic form, pressing objects into it to form texture.
- To create a piece of art in response to the work of a famous artist e.g. Henri Rousseau.
- To identify how artists have used colour, pattern & themes within their work.
- To share an opinion about a piece of art work/pieces of art work.
- To layer different media such as crayons, pastels, felt tips with paper/materials.

National Curriculum links: **History:** - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell. **Geography:** - LOCATIONAL KNOWLEDGE: name and locate the world's seven continents and five oceans. - GEOGRAPHICAL SKILLS & 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. **Art Design:** - 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. **Design Technology:** - DESIGN: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - MAKE: select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing - EVALUATE: their ideas and products against design criteria. - TECHNICAL KNOWLEDGE: explore and use mechanisms for example, levers, sliders, **wheels and axles**, in their products.	**Design Technology:** **To make a vehicle using wheels & axle mechanisms.** - Explore & use wheels, axles & axle holders. - Distinguish between fixed & freely moving axles. - To know and use technical vocabulary relevant to the project e.g. wheels, axles, mechanism, construct. - Create a simple design to meet a simple design criteria and plan what to do next. - Develop, model and communicate their ideas through talking, mock-ups and drawings. - Make a simple plan/draw a picture of intended design & label it (using ICT). - Talk about their own and others work, identifying strengths & areas for development - Describe similarities between their own & others work.

Engage:	**Trip/Visitor:**	**Express:**

Cross-curricular Science opportunities: