

Unit: Wonderful Wythenshawe		Focus: History, Geography/ Art, DT
Year Group: 2	Term: Autumn 1 & 2	
Intent: Explore the rich heritage of our local area; find out about how it has changed through the decades.		
Engage: Wythenshawe Hall & The Airport	Trip/Visitor: Wythenshawe Hall & The Airport	Express: Presentation
RRSA links: Article 8: The right to an identity-an official record of who you are. Article 17: The right to reliable information from a variety of sources, including books, newspapers, magazines, television, radio & internet. Information should be beneficial and understandable to you.		
English links: Fact file about a place within Wythenshawe e.g. The Hall or the Airport. Information text about The Tattons/aspect of Wythenshawe.		
As Geographers we will: (Key concepts: Human & Physical Geography, Geographical skills & fieldwork)		As Historians we will: (Key concepts: chronology, changes & continuity)
Name & identify the 4 countries of the UK, capital cities and surrounding seas on a map, including our local area of Wythenshawe and Manchester.		Use a wider range of words and phrases e.g. past, present, before, after, decade and century.
To use aerial photographs to retrieve information e.g. landmarks, basic human & physical features.		Independently sequence events in a period of history in chronological order...(The history of aviation/Manchester airport)
To identify human & physical features of the local area using maps and a local walk e.g. around Mcr Airport/Woodhouse Park.		Independently identify a range of similarities, differences & changes within a time period e.g. linking to the airport and/or Civic centre.
Go outside to observe and record key human & physical features of the locality.		Describe how people, places and events in their own locality have changed over time e.g. landmarks, buildings, hospital & airport, transport links. (This may form several sessions)
Go on a local walk and complete a basic survey e.g. tally how many cars/building there are.		Select information independently from several different types of sources including written, artefacts, visual & auditory to answer a question.
To identify how pollution affects the environment e.g. litter, air/noise pollution from the airport and traffic.		Begin to make deductions and inferences from different sources.
Use the results to ask & answer basic geographical questions.		Recount the life of someone famous/significant from Britain who lived in the past e.g. The Tattons (Wythenshawe Hall).
		Describe how people, places and events in their own locality have changed over time e.g. The Tattons & Wythenshawe Hall past & present.
As Designers we will: (Key concepts: textiles. Design & make a diversity-inspired cushion)		As Artists we will: (Key concepts: Drawing & Collage using a range of media)
Develop, model and communicate ideas through talking, mock-ups & drawings.		Create simple sketches which explore & develop ideas e.g. plane from Manchester airport, building from Wythenshawe such as Wythenshawe/Baguley Hall.
Create a simple design to meet a design criteria then plan what to do next.		To layer different media such as pastels, crayons & felt tips.
Perform practical tasks such as: marking out (template), cutting, joining & finishing by sewing (running stitch) & stapling. (Over 2-3 sessions)		To identify how artists have used colour, pattern & themes within their work e.g. linking to the local area such as Eric Jackson.
Know that a 3D textile product can be assembled from 2 identical fabric shapes.		To explore and develop ideas through the use of annotation on their work & the work of others (sketchbooks).
Use finishing techniques, including those from art design.		To create a collage using mixed media which explores a theme e.g. Wythenshawe/The Willows.
Explain why I have chosen specific textiles, materials & tools		
Talk about their own & others work, identifying strengths & areas for development e.g. their peers and professional craftspeople.		