

Unit: Explorers		Focus: History, Geography, Art and Design Technology
Year Group: 2	Term: Spring 1 & 2	
Intent: Sail into the past and explore the undiscovered world and all of its wonders.		
Engage: Explorer themed day		Express: Art and DT exhibition for parents and carers
RRSA links: Articles 11 & 19: Links 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.		
English links: Persuasion text. Science link: Animals including humans.		
As Geographers we will: (Key concepts: locational/ place knowledge & geographical skills)		As Artists we will: (Key concepts: appreciation of art & use of a range of media)
Name & locate the world’s 7 continents, 5 oceans on a map.		To identify how artists have used colour, pattern & themes within their work.
Identify the Equator and North & South Poles on maps and globes.		To share an opinion about a piece of art work/pieces of art work.
Use world maps, atlases and globes to identify countries, continents & oceans studied e.g. route of Christopher Columbus or another explorer.		To layer different media such as crayons, pastels, felt tips with paper/materials.
To understand simple compass directions (North, East, South and West) and locational language to describe the location of features on a map of the UK /world.		Create a repeating mono print pattern by pressing, rubbing and rolling (inspired by natures/animals).
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 create a piece of art in response to the work of a famous artist e.g. Henri Rousseau.
To use basic geographical vocabulary to identify & describe human and physical features of a different part of the UK & a non-European country.		
As Historians we will: (Key concepts: significant individuals & their impact)		As Designers we will: (Key concepts: mechanisms)
Use a wider range of words and phrases e.g. past, present, before, after decade and century.		To know and use technical vocabulary relevant to the project e.g. chassis, cab, vehicle, wheels, axles, mechanism, construct.
Independently sequence events in a period of History in chronological order & begin to record dates of important events, festivals or celebrations.		Create a simple design to meet a simple design criteria and plan what to do next.
To recall events beyond living memory that are significant nationally or globally.		Make a simple plan/draw a picture of intended design & label it (using ICT).
Give reasons why an event or individual is significant.		Distinguish between fixed & freely moving axles.

Describe the impact of a significant event/individual.	Explore & use wheels, axles & axle holders.
Recount the life of someone famous from Britain who lived in the past e.g. Christopher Columbus.	Develop, model and communicate their ideas through talking, mock-ups and drawings.
Plan questions and produce answers to historical enquiries using appropriate historical vocabulary.	Fold paper or card in different ways to make freestanding structures, using masking tape to make joins.
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 similarities between their own & others work.
Select information independently from several different types of sources in including written, artefacts, visual and auditory.	Talk about their own and others work, identifying strengths & areas for development e.g. their peers and professional craftspeople/artists.
Describe the achievements of Ranulph Fiennes, the qualities he possesses & give reasons why he is recognised as the world's greatest living explorer.	