

Entry Point: Dilemma/Question/Spark

Which countries make up North America and how do we know about these places? (Tudor exploration and the discovery of continental North America - John Cabot under direction of Henry VIII)

Impact (Assessment Criteria/NC Objectives)

1. Children develop their questioning skills as they ask questions about the range of artefacts.
2. Children will find out about why MS was treated unfairly. They will know who reigned over England and use the class timeline to understand this. They will use evidence to discover and record facts about MS/FN.
3. Children will develop chronological skills as they order main events from MS/FN lives adding facts which they have gained from the previous lesson.
4. Children will be able to tell you why Florence Nightingale was significant and can tell you how nursing today has changed because of this.
5. Children will use their knowledge, from the evidence shown, to compare the difference between hospitals in the past to the present.

Wider curriculum Objectives

Science - 'Animals including humans' work including looking at adaptation. Looking at body parts as part of First Aid work Describe the importance for humans to exercise, eat the right types of food and hygiene.
 DT – make a healthy sandwich and find out where the foods that make a sandwich come from.
 Use the basic principles of a healthy and varied diet to prepare dishes
 Art – observational drawings of fruit
 Taught about the work of a range of artists. Making links to their own work.
 Geography – Looking at Florence Nightingale's statue – pinpointing London on a map Use world maps, atlases and globes to identify the UK and its countries as well as countries and continents and oceans studied.
 RE: Christian Bible stories and intro to Hinduism. See RE scheme
 Computing: What is technology? See Teach computing scheme
 PSHE: Relationships (see PSHE association plan)
 Music: Charanga: scheme Hands, Feet, Heart

Raeburn Citizenship Links

Respect : Having respect for the artefacts which have arrived from Crimea.
 Kindness– Florence Nightingale and Mary Seacole showed kindness and cared for the wounded soldiers
 Curiosity– Asking questions about the Artefacts and how nursing was different in the past.
 Resilience– Mary Seacole was resilient during the challenges she faced when working as a nurse.
 Responsibility– Being responsible for looking after our bodies by exercising regularly and eating a balanced diet
 Positivity– being positive about using our skills to help others

Tier 2	Tier 3
Timeline, lamp, germs, sail, nurse, doctor, patient, hospital, ward, hygiene, disease, germs, caring, kind	Bacteria, voyage, Crimean war

KS1 Year 2 - Autumn Term 1

KS1 History
Healthy living and Florence Nightingale



Texts across the curriculum

'Supertato
 Owl babies
 Little red hen
 Non Fiction texts about Florence and Mary

Intent (Knowledge/NC links) - Key Questions

- Children will know about the lives of significant people in the past who have contributed to national and international achievements.....They will compare aspects of life in different periods.
1. Who was Florence Nightingale and why is she famous?
 2. Who is Mary Seacole? Why was it difficult for her to nurse in the Crimean war? What do we know about Mary and Florence's life?
 3. Why did FN/MS become nurses? What were the events which led them to being nurses?
 4. What was Nursing like in the late 1800s? How does it compare to nursing now?
 5. How does the Scutari hospital compare to hospitals today? What are the similarities/differences.

Implementation (including cross-curricular links and enrichment activities)

Learning opportunities linked to our key questions

LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS

Visit from a soldier and a nurse
 Crimea hospital day

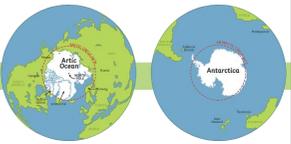
Children can dress as a past or present nurse/soldier

Golden Threads Innovation: The impact FN made on the cleanliness of hospitals.

Beliefs: FN persevered in her dream to become a nurse and help others
Social Structure: Comparisons between the experiences of FN and MS and their ambitions and achievements.

LO To develop historical enquiry and understand how to use historical sources to answer questions
 Provide the children with a range of pictures, objects and artefacts. They will ask questions to discover
 What are these objects, what were they used for, what do they tell us about the person who they belonged to, and what can the pictures and artefacts tell us about his/ her life?
 LO identify famous people from the present and past. And understand some of the ways that people become famous., use pictorial evidence to make inferences about the past.
 Children will research, using copied text, as many interesting facts as they can about FN/MS and the events which were happening in the world in that era.
 LO find out about the life of a famous person from the past.
 Children will order, chronologically, the main events from FN/MS life.
 LO Understand some of the ways that people become famous.
 Children to compare nursing in 2021 with nursing in Florence's day. Sorting activity and then write up comparison.
 LO Use pictorial evidence to make inferences about the past.
 Children will compare the differences and similarities between hospitals in the past and today

Entry Point: Dilemma/Question/Spark
Polar bear in captivity Tray with ice and polar bears. What will happen if it gets warmer?
Impact (Assessment Criteria/NC Objectives)
<p>1) Name and locate significant places in their locality, the UK and wider world. Begin to spatially match places (e.g recognise UK on a small scale and larger scale map)</p> <p>2) Observe and Express views about the environment and can recognise how people can affect it. Make appropriate observations of why things happen.</p> <p>3) Encourage pupils to ask and answer simple geographical questions when investigating different places and environments.</p> <p>4) Describe places and features using simple geographical vocab. Describe and compare similarities, differences and patterns</p>

Raeburn Citizenship Links	
<p>Respect : How can we respect our world, in order to protect the animals?</p> <p>Kindness– The penguin shows kindness by guiding the penguins the right way home in ‘Poles apart’.</p> <p>Curiosity– being curious and asking questions about how animals prepare for winter</p> <p>Responsibility– Having a responsibility to care for our planet and the animals that live in it.</p> <p>Resilience– Apollo was resilient when trying to pass on his message to Chack the Blackbird in ‘Follow the Shallow’</p> <p>Positivity– being positive about how we can help our planet and what we can do to prevent global warming.</p>	
Tier 2	Tier 3
North Pole, South Pole, continents, oceans, polar, Antarctica, The artic	Migration, hibernation, adaptation, Arctic circle
KS1 Year 2 – Autumn 2	
KS1 Geography - Preparing for Winter	
	

Texts across the curriculum
<p>Poles Apart</p> <p>Follow the Swallow</p> <p>Over and under the snow</p>
Intent (Knowledge/NC links) - Key Questions
<p>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</p> <p>1) What are the seven continents and five ocean? Where are they located on the map? Where are the polar regions?</p> <p>2) 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</p> <p>What is global warming? How is this affecting the polar regions and the ice caps? What can we do to help?</p> <p>3) Which animals live in the Arctic? Which animals live in Antarctica? How are animals adapted to live in these climates?</p> <p>4) Where is Churchill in the world? Which continent is it in and why is it a significant place?</p>

Wider curriculum Objectives
<p>Art- use a range of materials creatively to design and make products</p> <p>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (designing own Sweetie world based on Charlie and the Chocolate factory, creating own chocolate bar wrapper inspired by George Seurat.)</p> <p>PSHE– Relationships, Safe relationships, respecting ourselves and others (see PSHE association plan)</p> <p>Science– Animals including humans, See science plan</p> <p>DT– See projects on a page</p> <p>PE– Gymnastics, Dance</p> <p>RE– Words and beyond</p> <p>Computing– Digital photography See Teach computing</p> <p>Music– Ho Ho Ho (see Charanga plan)</p>

Implementation (including cross-curricular links and enrichment activities)	
Potential local links and enrichment	Learning opportunities linked to our key questions
<p>Looking at squirrels in the local environment</p> <p>Local charities that support looking after animals during the inter in the UK</p> <p>Chester zoo/Yorkshire Wildlife park</p> <p>Local temperatures</p> <p>DRAMA - as part of poles apart topic</p>	<p>L.O– Identify hot and cold regions of the world.</p> <p>Firstly children will locate the UK on an A4 map before finding it on a A3 world map and globe.</p> <p>Children will label continents and oceans on a map and identify the polar regions of the world</p> <p>L.O– To consider and discuss how global warming is affecting the polar regions and polar animals in the world</p> <p>Children will take part in a discussion about global warming effects. They will then design a poster with sub-headings, pictures and labels, to warn/inform people about global warming</p> <p>L.O– To compare and sort animals that live in the Arctic and Antarctica</p> <p>Children will sort animals based on where they live and label their adaptations</p> <p>L.O– To identify where Churchill is in the world and list key facts.</p> <p>Children will write facts and label pictures with what they have learnt about Churchill and compare life in Churchill to life here in the UK.</p>

Entry Point: Dilemma/Question/Spark
Time machine/ Class museum—introduce artefacts/items/pictures from the past

Raeburn Citizenship Links	
Respect– Having respect for the artefacts that arrive in the time machine from the 1960s. Kindness– Sophie and her mother were kind to the tiger by inviting him in for tea. Curiosity: Explore artefacts from 1960s decade and ask questions Responsibility– Resilience– John Lennon was resilient through his belief that civil rights for all people were worth fighting for regardless of the risks he faced. Positivity- John Lennon adopted a positive attitude, even when he faced challenges	
Tier 2	Tier 3
Technology, timeline, fashion, similar, different, compare, photography, celebrity, beliefs,	historical artefact, photographer, cassette, turntable, record player, walkman, stereotype, gender-role

Texts across the curriculum
'The Tiger Who came to Tea Life in the 1960s Long way from home
Intent (Knowledge/NC links) - Key Questions

Impact (Assessment Criteria/NC Objectives)
<p>All children will be able to examine sources of evidence, know and use the term artefact and place the 1960's on a timeline.</p> <p>All children will be able to: Identify similarities and differences between ways of life in different periods.</p> <p>Can the children identify features that relate to fashion in the 1960s? All children will be able to: Ask and answer questions, choosing and using sources to show they understand key features.</p> <p>Can the children take photos in the style of David Bailey? All children will be able to: Use sources to ask and answer questions to show they understand key features of music and how it has changed over time.</p> <p>All children will be able to: Use sources to ask and answer questions to show they understand key features of music and how it has changed over time.</p> <p>Identify and know why the Beatles were significant in the 1960's and beyond.</p> <p>All children will be able to: Show an understanding of how strong beliefs may lead people to taking action to try to make change. Identify and know why John Lennon was significant. All children will be able to: Describe a typical family day in the 1960's.</p>

KS1 Year 2 – Spring 1

**KS1 History
The 1960s**



Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Changes within living memory, events beyond living memory, the lives of significant individuals in the past who have contributed to national and international achievements, significant historical events, people and places in their own locality

When was the 1960's?
How was fashion different in the 1960s?
Who was David Bailey and why was he significant?
How did people listen to music in the 1960's?
Who were The Beatles and why were they significant?
What was John Lennon's song Imagine about?
What was life like for a typical family in the 1960's?

Wider curriculum Objectives
<p>Art- use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (designing own 1960s outfit using a range of materials.)</p> <p>PSHE– Living in the wider world, belonging to a community (See PSHE association plan)</p> <p>Science– Materials, See science planning</p> <p>DT– See DT projects on a page</p> <p>PE– Gymnastics, 1960s dance</p> <p>RE– Continuity, Change and Diversity</p> <p>Computing– Making music See Teach computing</p> <p>Geography- Geography Use world maps and atlases to identify countries and continents (map out a journey from the UK to the USA space centre).</p> <p>Music– I wanna play in a band see Charanga plan)</p>

Implementation (including cross-curricular links and enrichment activities)	
Potential local links and enrichment	Learning opportunities linked to our key questions
<p>1960's party Visit to Beatles museum Liverpool</p> <p>Golden Threads Innovation: We will learn about the development of technology for photography/listening to music (Innovation)</p> <p>Beliefs: We will learn that songs can help us to understand beliefs from a certain time period (Beliefs)</p> <p>Social Structure: We will learn that there were specific gender roles in the 1960's (Social Structure)</p>	<p>Look at artefacts which have arrived from 1960s and put the period in context of prior learning. Children stick timeline with Y1 learning on. Children add on the 1960's time period.</p> <p>Children design their own outfit in the style of Mary Quant.</p> <p>Children can choose 3 pictures taken by David Bailey that they like. They are to recreate the poses and take photos of each other.</p> <p>Oral History – visitors to talk about what life was like in the 1960s with a focus on music and how it was listened to at home.</p> <p>Children research and create a poster about the Beatles- who they were and why they were famous.</p> <p>Children to decide what they would protest about. What do they believe strongly in? Write a few sentences about their own beliefs.</p> <p>Children consider gender roles and compare adverts from 1960s and today.</p>

Entry Point: Dilemma/Question/Spark

Elmer – upset as the zoo don't want her (links to elephants in Africa) and debates around captivity

- Impact (Assessment Criteria/NC Objectives)**
- 1) Name and locate significant places in their locality, the UK and wider world.
 - 2) Make observations about features that give places their character. Become more confident at using the terms physical and humans to identify features. (still use gestures to represent)
 - 3) Name and locate significant places in their locality, the UK and wider world. Follow a route on a map.
 - 4) Describe places and features using simple geographical vocab. Make observations about features that give places their character.
 - 5) Describe and compare similarities, differences and patterns e.g compare lives to those in Africa.
 - 6) Describe and compare similarities, differences and patterns e.g compare lives to those in Africa.

Wider curriculum Objectives

Art- use a range of materials creatively to design and make products
 -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (African clothes design, sunset picture, African patterns)
 Science–animal classification recap See science planning
 DT- design purposeful, functional, appealing products for themselves and other users based on design criteria * See Projects on a Page
 RE– The big picture (beliefs and ideas)
 Computing– Pictograms. See teach Computing
 PSHE– Living in the wider world– money and work
 Music– Round and round (see Charanga scheme)
 PE-African Dance

Raeburn Citizenship Links	
Respect– showing respect for different cultures and beliefs Kindness– How to show kindness and care for animals (through the Lemur's tale) Curiosity– asking questions about how African life is different to life in the UK Responsibility– Link to Zookeeper and responsibility to care for the animals Resilience– Showing resilience when trying to persuade the Zoo keeper that Elmer deserves a place in the zoo, despite being different (English link) Positivity– being positive and embracing that we are all different (links to Tinga Tales and Elmer)	
Tier 2	Tier 3
Human and physical features, Africa, compare, Kenya, Nairobi, desert, waterfall, capital, diet	Rural, Urban, extinct, classification

KS1 Year 2 – Spring 2

Year 2 Geography Africa



Texts across the curriculum

Elmer , Tinga Tales
 Handa's Surprise
 The Lemur's Tale

Intent (Knowledge/NC links) – Key Questions

- 1) Name and locate the world's seven continents and five oceans—Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
 Where are we on a world map? Where is Africa compared to Bromborough on a map?
- 2) 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.
 What are the human and physical features of Bromborough?
- 3) 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

Where is Africa? How would you get to Africa? How long would it take to get to Africa?

- 4) understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
 What are the human and physical features of Kenya? How do they compare to where we live?
- 5)How is Kenya different from Bromborough? How is Kenya the same as Bromborough? What is similar/different about houses in Kenya and here?
- 6) What is life like for a child in rural and urban Kenya? How is it different from life for children in the UK?

Implementation (including cross-curricular links and enrichment activities)

Potential local links and enrichment	Learning opportunities linked to our key questions
Local area walk	L.O-To understand where Bromborough is in relation to other countries in the world. To know that Bromborough is in England, Europe Children will begin to recognise where Bromborough is in the world in relation to other places in the world and name places which are further and further away from home. They will then label a map with the continents and oceans. 2) To understand where Africa is compared to Bromborough. To read and write facts about Africa
Chester zoo trip?	L.O-To understand where Africa is compared to Bromborough Children will map a journey from the UK to Africa and then complete a carousel activity to learn facts about Africa. L.O- To recognise human and physical features of Bromborough Children will walk around Bromborough and spot features. They will sort features into human and physical features.
Africa day – drumming, food, festival	L.O- To identify the physical features and human features of Africa Children will look at pictures of places in Africa such as Savana, grasslands, desert and cities. They will then label physical and human features and compare to places in the UK. L.O- Find similarities and differences between houses in rural Kenya and Bromborough This lesson uses photographs to explore the similarities and differences between life in the UK and in rural Kenya and Uganda. The children will imagine what it would be like to live in a rural village in Africa and read what the African children tell us about their hobbies and daily routines, making comparisons where possible. L.O- Find similarities and differences between the life of a child in a rural Kenyan school and my life in the UK Children will complete a Venn diagram, highlighting the key similarities and differences between life of a child in rural Kenya and their life in the UK

Entry Point: Dilemma/Question/Spark
Aeroplane– everyone get on Take a trip around the world, this half term we are going to be explorers and navigate the globe, discovering some beautiful landscapes and interesting creatures along the way.
Impact (Assessment Criteria/NC Objectives)
1) Use a source – why, what, who, how, where to ask questions and find answers -Discuss the effectiveness of different historical sources
2)-Identify different ways to represent the past, Remember key events about the areas they have studied 3) 2) Make connections between long and short term time scales, use dates to talk about people or events from the past (when appropriate)
1) 4) Name and locate significant places in their locality, the UK and wider world. 2)Follow directions , including NESW , Follow a route on a map. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.. 3) Make observations about features that give places their character. Become more confident at using the terms physical and humans to identify features. (still use gestures to represent) 4)Use a plan view. (bird's eye) Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 5) Name and locate significant places in their locality, the UK and wider world. 6)use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 7)Create own simple maps and symbols. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map rom aerial

Raeburn Citizenship Links
Respect– Having respect for our local environment. What can we do to help/support the Wirral community? Kindness– Discussing how we can look after our environment and be kind to the world we live in. Curiosity– Asking questions about where we live and investigating features (human or physical) Responsibility– Reduce, reuse, recycle Resilience– If you get lost, not giving up Positivity—Being positive about ways to improve our environment

Tier 2	Tier 3
Products, crops, ingredients Map, north, east, south, west, human and physical features, plan view (bird's eye view), orientate, observe, locate, key, aerial	Fairtrade, industry, Cocoa, manufacture, factory, village, workforce, employee cardinal, compass

KS1 Year 2 - Summer	
KS1 History and Geography Wonders of the Wirral	

Texts across the curriculum
Bog Baby Superworm A Boggle at Bewilderwood Charlie and the Chocolate Factory Non-fiction book about Chocolate/fairtrade
Intent (Knowledge/NC links) - Key Questions
NC Objectives: Children should learn about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, the lives of significant individuals in the past who have contributed to national and international achievements.
1) How is Bourneville related to the Wirral? What are the similarities and differences between Bourneville and Port Sunlight? 2) What are the key features of Port Sunlight? How has Port Sunlight changed since the past? 3) Who is Lord Leverhulme? What was his vision when building Port Sunlight? How did he give something back to his workers? 1)) Name and locate the world's seven continents and five oceans \$ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 2)use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map What is a compass used for? How do I know which direction I am travelling in? Which way up should my map be? 3) 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. Where in the world is Bromborough? What are human and physical features and can you recognise them in our area? 4) use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment How do I know how to orientate my map? Which direction will I be travelling in? 5) Name and locate the world's seven continents and five oceans \$ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas How do I know how to orientate my map? Which direction will I be travelling in? 6) 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 How can we use a map to locate our school? Which features can we identify using a map? Begin to understand the need for a key. 7) devise a simple map; and use and construct basic symbols in a key What is a key used for on a map? How can we locate human and physical features using our map? What are the similarities and differences between a new and an old map?

Wider curriculum Objectives

Implementation (including cross-curricular links and enrichment activities)
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Art- use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (design and make their own bog baby using clay/natural materials, designing own Sweetie world based on Charlie and the Chocolate factory, creating own chocolate bar wrapper inspired by George Seurat.) Science– Plants and Living things (minibeasts) See Science planning DT- design purposeful, functional, appealing products for themselves and other users based on design criteria * See Projects on a Page Forest Schools—design a shelter for their bog baby. History- Children will be taught about the significant historical events, people and places in their own locality. (Tranmere Rovers history of club) RE– A good life and Influence, community, culture and power. Computing– Programming A– Robot algorithms. Programming quizzes. See teach Computing PSHE– Health and well-being Physical health and well-being and growing and changing, keeping safe (see PSHE association plan) Music– Friendship song and Reflect, rewind and replay (see Charanga scheme) PE- Yoga, athletics
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Potential local links and enrichment	Learning opportunities linked to our key questions
Trip to Port Sunlight village and the Lady Lever Art Gallery Bog baby hunt and mini beast hunt around the school grounds Golden Threads Innovation: The impact of Lord Leverhulme and his vision when building Port Sunlight Beliefs: Lord Levehulme's beliefs of giving back to his workers and having a large impact on h community. Social Structure: Comparisons between the model villages of Bourneville and Port Sunlight	L.O- To use historical enquiry to compare the history or Bourneville and Port Sunlight Children will use timelines and historical sources to compare Bourneville and Port Sunlight L.O–To use digital images to identify features of Port Sunlight Past and present Compare Port Sunlight past and present. Identify features and mark on a map and identify any changes To research Lord Leverhulme and create a factfile Use weblinks, books and Powerpoints to research Lord Leverhulme. L.O- To name and locate places on a map to show where chocolate comes from Children will identify continents and oceans on a map and create a simple key to show where chocolate comes from L.O- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Children will be introduced to cardinal directions and will learn about the use of a compass. They will then take part in cardinal cones, orienteering activity using the directions to help navigate. They will then complete a scavenger hunt, collecting objects and using a map to navigate. L.O- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Children will investigate hat is the same or what has changed when looking at an aerial photograph of the school. They will then explore the outdoor area and identify human and physical features. LO- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Using a map, children will orienteer and find their way around the school grounds, using a key to help. L.O– To use simple compass directions to locate places on a map. And identify features. Children use large maps of Bromborough from historic England and use the map to locate the school and other features. L.O– devise a simple map and use and construct basic symbols in a key Children will use what they have learnt about maps to devise their own map, including a key, human and physical features.