






## Year 2 Humanities Overview

In History in Year 2, pupils focus on events and significant individuals beyond living memory. In a topic of flight, pupils will learn about the lives of the Wright brothers, Bessie Coleman and Amy Johnson, as well as an event that is significant globally: first man on the moon. In their second history topic, pupils will study three great queens of England: Elizabeth I, Victoria and Elizabeth II. Finally, in a cross curricular topic at the end of the year linked to the seaside, pupils will learn about the life of Grace Darling.

In geography, pupils will continue to develop their fieldwork and observational skills through a study of the locality and the topic, 'Our Street.' They will use aerial images and plan perspectives to identify key landmarks and basic human and physical features of Bill Quay. They will then contrast our locality with the non-European country of Kenya, focusing on Nairobi. Within the topic of the seaside, pupils will further develop their fieldwork and observational skills when they visit South Shields, progressing their mapping skills to using and constructing basic symbols in a key and simple compass directions to describe the location of features on a map.

## Year 2 Humanities

### Autumn Term: Flight (History)

<u>What children should already know:</u>	<u>Vocabulary</u>	<u>Timeline</u>														
<ul style="list-style-type: none"> <li>Life existed before grandparents were born.</li> <li>Our school was built in 1877 when Victoria was queen.</li> <li>The Fire of London happened over 300 years ago. The Great Fire of Gateshead happened 170 years ago.</li> <li>Where Australia is on a map of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Astronaut</li> <li>Aviation</li> <li>Aviator</li> <li>Evidence</li> <li>Famous</li> <li>Flight</li> <li>Mission</li> <li>Travel</li> <li>Australia</li> <li>Moon</li> <li>Earth</li> <li>Solo</li> <li>scientist</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">Fire of London  1666</td> <td style="width: 12.5%;">Great Fire of Gateshead  1854</td> <td style="width: 12.5%;">Our school was built  1877</td> <td style="width: 12.5%;">The Wright brothers invented the airplane  1903</td> <td style="width: 12.5%;">Bessie Coleman First Afro-American woman to fly solo.  1922</td> <td style="width: 12.5%;">Amy Johnson flies solo to Australia  1930</td> <td style="width: 12.5%;">Moon Landing  1969 51 years ago</td> <td style="width: 12.5%;">Today</td> </tr> </table>	Fire of London  1666	Great Fire of Gateshead  1854	Our school was built  1877	The Wright brothers invented the airplane  1903	Bessie Coleman First Afro-American woman to fly solo.  1922	Amy Johnson flies solo to Australia  1930	Moon Landing  1969 51 years ago	Today	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center; margin-top: 10px;">Disciplinary Concepts: significance</p> <p style="text-align: center; color: red; margin-top: 5px;">How significant was the first aeroplane flight in 1903?</p>					
Fire of London  1666	Great Fire of Gateshead  1854	Our school was built  1877	The Wright brothers invented the airplane  1903	Bessie Coleman First Afro-American woman to fly solo.  1922	Amy Johnson flies solo to Australia  1930	Moon Landing  1969 51 years ago	Today									
<ul style="list-style-type: none"> <li>Who Amy Johnson and Bessie Coleman were and why she they were famous.</li> <li>What the Wright brothers did to make them famous.</li> <li>Key events about the moon landing.</li> <li>Why the moon landing was important.</li> <li>How these events fit in with our family's history.</li> </ul>	<ul style="list-style-type: none"> <li>Compare aspects of life of sig individuals in different periods</li> <li>Significant events beyond living memory.</li> </ul>															

12 weeks

Autumn	Skills and Concepts
Flight (Wright brothers and Amy Johnson, First Man on the Moon) NC:Link famous people by a common theme	<b>Disciplinary Concept Focus: Significance</b>
Who were the <b>Wright brothers</b> and why are they famous? Powerpoint 1 –slow reveal. Watch film: <a href="https://archive.org/details/WrightBrothersFirstFlight">https://archive.org/details/WrightBrothersFirstFlight</a> Stick slide 2 into pupils’ jotters. Children must write who they are and why they are famous.	<ul style="list-style-type: none"> <li>● Recognise who was important in a historical event of significance</li> <li>● Make simple observations about people, events and beliefs in society.</li> <li>● Compare changes within a period.</li> <li>● Realises that we can find out about a person’s life by looking at a range of sources.</li> <li>● Gather ideas from a few simple sources.</li> <li>● Give two main effects of an event.</li> <li>● Recognise what happened as a result of people’s actions or events.</li> <li>● Show where people, places and events fit into a broad chronological framework.</li> <li>● Begin to use dates.</li> <li>● Sequence parts of a more complex story.</li> <li>● Understand that there are different versions of real historical situations.</li> <li>● Recognise that not all sources of information answer the same question.</li> <li>● Can make deductions from photographs, going beyond the literal.</li> <li>● Understand that people can disagree about what happened in the past.</li> <li>● Place key events in the history of space travel on a timeline.</li> </ul>
How did they manage to be the first to launch a man-powered flight? Story telling relay activity around the class. What did the brothers do when they were boys? What was their first business? What did they use their money for? What went wrong? What did they build instead? How long did it last? Finally, how long did the plane fly for? Teacher model drawing each of these steps on the easel, then talk through the events again. Give pupils a strip of paper with 6 boxes. They draw each event in a box. At the end of the lesson, ask them to talk the events through with a partner.	
Why did they succeed when others had failed? Diamond rank activity as lesson starter only. In pairs, pupils consider the statements read out by the teacher and then verbally discuss with class. How can we know about the Wright brothers when nobody is still alive who saw it?. Use ‘prove it’ powerpoint and resources. Print off the powerpoint pictures and place on tables/around room. Children must move around room discussing the ‘evidence’ and what each tells us. They choose one to stick in jotter and write what information it is giving us. Watch: <a href="https://www.youtube.com/watch?v=fZyZxDWjkZ0">https://www.youtube.com/watch?v=fZyZxDWjkZ0</a> life story of Wright brothers.	
Listen to the song ‘Those magnificent men in their flying machines (learn song to sing in assembly about flight) <a href="https://www.youtube.com/watch?v=UPgS26ZhqZs">https://www.youtube.com/watch?v=UPgS26ZhqZs</a> Tell children that in America, women weren’t allowed to learn how to fly planes, especially if they were black. Show them a picture of <b>Bessie Coleman</b> and place on timeline(1922). Read, ‘Nobody owns the sky’ to the class and question children’s understanding: what was Bessie’s dream? What did people think of her dream? Why? How does Bessie fit with our school values? How did she show resilience and perseverance? What did she become famous for? What happened to Bessie? Show a picture of Bessie on IWB and brainstorm adjectives to describe her. Stick a photo of her in jotters. Children write their own adjectives around. They must then choose one adjective which they feel best describes her. They write a short paragraph describing why they have chosen this adjective.’ Bessie is ..... because she...	

Re-read the story about Bessie. Pre-prepare some statements about the main events of her life on card:

- Bessie was an American girl who had a dream of learning to fly.
- People said she couldn't fly because she was a girl and she was black.
- Bessie didn't give up. She worked hard at school and saved money from her jobs.
- Bessie went to France where she could learn to fly.
- Bessie became a stunt pilot and did loop the loops.
- Bessie's plane crashed during an air show in Florida and she died.
- Give out statements to a few children in class and ask them to put in order.
- In jotters, children draw a picture of Bessie from the book and write about her life.

**To sequence events**

**Amy Johnson:** why do you think Amy Johnson was famous? Quickly go through powerpoint 1 (children should guess she was another pilot). Can they work out what famous thing she did? Read the story, 'Little wings ' by Faye Beerling.. Use props to retell the story and powerpoint 2  
Provide a strip of paper sectioned into a timeline. Children must draw pictures of the main events of Amy's life in order.

To use evidence to make a prediction.

Whatever happened to Amy Johnson?: follow key question history mystery. Pupils write their own theory as to what happened to Amy.

To sequence an event.

Has man ever been to the **moon** and how can we know for sure? KQ1  
Pupils sequence images of flight (activity 2)

To use sources of information.

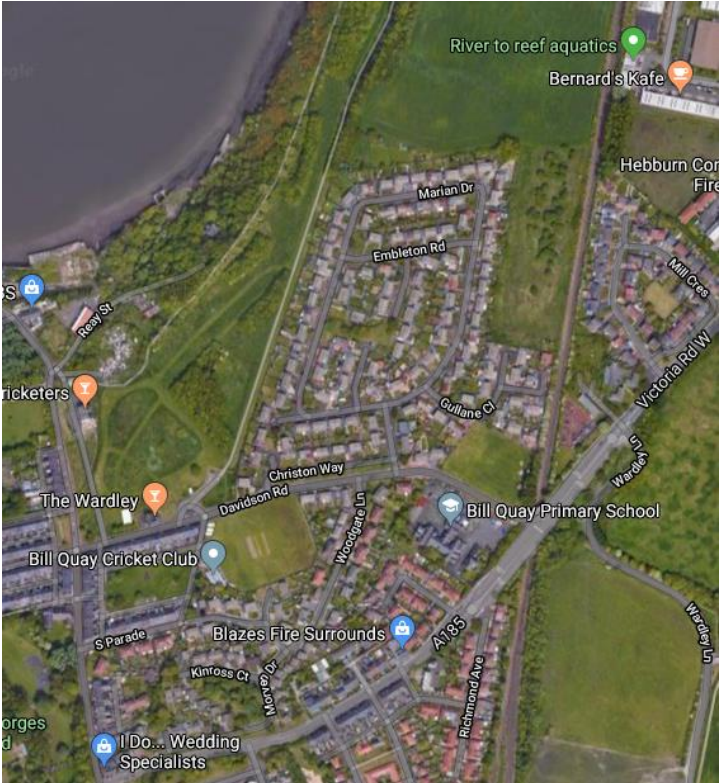
Why did the astronauts risk their lives? KQ2-hot seat activity. Pupils write 3 questions in jotters that they want to ask Neil Armstrong. T in role as Neil Armstrong.  
What did they do when they got there and how do we know? KQ4 Pupils analyse an image and find evidence to prove that statements are correct.

To recount an event.

What do you think the rest of the world thought when they saw images of the first men on the moon? Watch a You Tube film of the moon landing. Model being a news presenter and delivering the news to the world. What would you say? Take children's ideas. Children draw and write in role as a news presenter.

Spring Term 1

Our Street (6 weeks) Fieldwork focus

What children should already know:	Vocabulary	Images
<ul style="list-style-type: none"> <li>• Our school is in Bill Quay.</li> <li>• Bill Quay is in Gateshead</li> <li>• We live in a country called England.</li> <li>• England is part of the United Kingdom</li> <li>• Where the UK is on a map</li> <li>• The names of the 4 countries of the UK and location on a map</li> <li>• How to identify some simple features on map.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Human</li> <li>• Aerial view</li> <li>• Route</li> <li>• Map</li> <li>• River</li> <li>• Shop</li> <li>• Church</li> <li>• Terraced</li> <li>• Semi- detached</li> </ul>	 <p>An aerial photograph of the Bill Quay area in Gateshead, showing a residential street layout with terraced houses, a river (River Tyne) to the north, and various landmarks such as Bill Quay Primary School, Bill Quay Cricket Club, and several shops and cafes. The image is used to illustrate geographical features and human-made structures in the locality.</p>
<p>By the end of this unit, children will know :</p> <ul style="list-style-type: none"> <li>• Our river is the River Tyne.</li> <li>• Human features of a street.</li> <li>• Physical features of a street.</li> <li>• How to conduct a simple survey.</li> <li>• Jobs people do in the local area</li> <li>• How land is used in Bill Quay.</li> <li>• The different types of housing in Bill Quay.</li> </ul>	<p>National Curriculum</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Use simple fieldwork and observational skills to study the geography of the local area.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map of a route.</li> <li>• Develop knowledge about the locality.</li> </ul>	

Spring Term 1



Y2 Autumn		
Learning Outcomes	Activities	Skills, Concepts and Knowledge
<p>To choose and collect information. To use maps and relate them to the real world. To develop geographical vocabulary. To revise addresses.</p>	<p>Where do we live? What is our country called that we live in? Which other countries make up the UK? Where do you live? Do you know your address? What is your street like that you live in? What type of house do you live in? Where does the road go from your street? What other buildings are there in your street? Are there any green spaces/ lampposts, post boxes? What does your street look like during the day? At night? How much traffic goes through it? Has your street changed in any way? Use Google Earth to zoom in to a couple of children's addresses to aid discussion. Children will write down their address, draw a picture map of their street, with labels, and write a sentence to describe where they live. 'My street...'</p>	<p>Streets reveal activities that maintain everyday life. Understand the location of distinctive features and the space requirements for different land uses.</p>
<p>To know that a street is comprised of a variety of features and activities.</p>	<p>Where is Bill Quay? Which town is it part of? Which county is it in? Use Digimaps to zoom in and out, showing children where Bill Quay is in relation to the river and as part of Gateshead. Walk children along to the main street of Bill Quay - next to the church (Station Road). How would you describe this street? What can you see, hear, smell and feel? Can you see the river? What is its name? How varied are the buildings? How are they different/similar? What are the buildings used for? Are there any green spaces? How well-cared for is the street? <b>Take some photos of the different buildings, river (in the distance) and street furniture ready for the next few lessons.</b> Which buildings do you think are the oldest? Why do you think that? Children will make some sketches of different aspects of the street that they find interesting using clipboards. They should make notes beside their sketches. Copy these back into jotters in class.</p>	<p>Observation and recording skills. Recognition of the age and use of buildings. Add labels to a sketch map. Bill Quay is in Gateshead which is in Tyne and Wear. Our river is the River Tyne.</p>
<p>To ask geographical questions. To locate features on a map. To identify physical and human features. To sketch physical and human features.</p>	<p><b>Have stamp size photos of the features of the street ready for each table.</b> Use Google Earth to zoom in to show firstly, Bill Quay and then Station Road. Remind them of the buildings they saw last week by zooming in and moving up and down the street. Which features are physical ones? Which are human? Explain the difference. Children will sort some pictures of the features from the street into physical and human into their jotters.</p>	<p>Recognise physical and human features on a map.</p>

	<p>Next, show children photos of the street that they visited on the IWB. Show the street on Digimaps (aerial view) and match the photos to the buildings. Now show the same street as plan view. Print this out, stick in jotters and ask children to match the photos to the plan view, sticking in and drawing a line to match. What questions could we investigate about this street? Make a list of the questions that children suggest.</p>	
<p>To understand that land and buildings change over time.</p>	<p>What are the buildings in the street used for? Have they always been used for these purposes? What buildings were built first? How has the street changed? Show Digimaps map of Bill Quay from 1890. How is it different from today? Which buildings can we recognise? Which buildings are not there anymore? Look at some old photos of the street-how has it changed? What has stayed the same? Stick the old map in jotters and children write what they have learned. Draw out that some of the houses have been demolished, but some buildings in the street have stayed the same.</p>	<p>Comparing a range of building ages and character over time. Comparing land use.</p>
<p>To find out views of people living in the street.</p>	<p>Interview someone who lives in/near the street (Mrs Kitson) What questions could we ask the resident about the street? List children's ideas on easel. Focus on how it has changed over time-are there less or more shops? Is traffic busier? Have the same houses always been there? How has the park changed? What would you like to change about the street? Children write what they have learned about the street.</p>	<p>Ask a familiar person prepared questions. Develop evaluation skills to support ideas for improvement.</p>
<p>To map a route from school to the street.</p>	<p>How much traffic is there in Bill Quay? Conduct a traffic survey of the street, collecting information on the type of vehicles that pass. Make a block graph of the survey. What could we do to improve the street and the amount of traffic? Ask Mrs Kitson about her ideas. Can children draw a map of their route from school to the street, drawing in the key features that they pass on their way? They should label each feature.</p>	<p>Carry out a small survey of the local area.</p>

Display: make a 'Our Street' display and match larger photos to each building. Add the block graph, a photo of Mrs Kitson and a speech bubble of her ideas for improving the street. Photocopy some maps from children's books to add to the display.

Spring Term 2

Kenya (6 weeks)

What children should already know:	Vocabulary		Images
<ul style="list-style-type: none"> <li>• Our school is in Bill Quay.</li> <li>• Bill Quay is in Gateshead which is in Tyne and Wear.</li> <li>• We live in a country called England.</li> <li>• England is part of the United Kingdom</li> <li>• Where the UK is on a map</li> <li>• The names of the 4 countries of the UK and location on a map</li> <li>• How to identify some simple features on map.</li> </ul>	Kenya Nairobi Country Continent Airport Landscape Rainfall rivers	Skyscrapers Hills Climate Temperature Hotel Museum National park nomadic	
By the end of the unit, children will know:	National Curriculum		
<ul style="list-style-type: none"> <li>• The names of the capital cities of the 4 countries of the UK</li> <li>• The key characteristics of the four countries of the UK.</li> <li>• The capital city of Kenya is Nairobi.</li> <li>• Kenya is in Africa. The UK is in Europe.</li> <li>• Kenya is much larger than the UK.</li> <li>• Europe and Africa are continents.</li> <li>• Kenya and the UK have different climates</li> <li>• Kenya has different landscapes</li> <li>• The similarities and differences between Nairobi and Gateshead</li> <li>• Where Gateshead and Nairobi are on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the human and physical geography of a small area in a contrasting non-European country.</li> <li>• Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>• Use basic geographical vocabulary to key physical and human features.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>		




Kenya (6 weeks)

Y2	<b>Spring</b>	<b>Skills and Concepts</b>
Topic	<b>Africa/Kenya</b>	
Geography content	<ol style="list-style-type: none"> <li>1. Where do we live? Where is Kenya? Can you find the UK and Kenya on a globe? Use the atlases to find the 2 countries. Colour in the UK and Kenya on a map of the world and label. What are the countries of the UK? What is the capital city of each country? What are the characteristics of the countries of the UK? Identify the countries on a large map of UK. UK worksheet: draw flags, name the country and capital. Put enlarged flags on a display around the UK map in class and pictures of traditional clothes, emblems etc . What traditional dishes do people eat in each country of the UK? Add pictures of each dish to the display.</li> <li>2. What is the capital city of Kenya? What does the flag look like? What is the traditional dish of Kenya? What do each of the colours represent. Children colour in and describe the symbolism for each colour.</li> <li>3. What is the climate like in Kenya compared to the UK? Kenya is on the equator-what does this mean? When is it summer time in Kenya? How does the weather and climate affect the geography of Kenya and the UK? (Savannah, gullies, collecting water) Compare daily temperatures of Nairobi and Gateshead and colour in a bar chart.</li> <li>4. What is the landscape like in Kenya? (Savannah grasslands, coast, lakes, mountains, desert, volcanoes) Look at Kenya photos powerpoint. Stick some photos in jotters-children describe them.What can tourists do when they visit Kenya? What can they see? What can they eat? Which animals can you see in the National Park?</li> <li>5. Use aerial photographs and real photographs to compare Gateshead and Nairobi. What is the same and different about Nairobi and Gateshead? (train station, museums, parks, skyscrapers, size).</li> <li>6. Learn about the Masai Mara tribe-how do they live compared to the people in the Nairobi? How are their houses different? Do they go to school? What jobs do they do? What is their traditional clothing like? Watch BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/clips/zgfr87h">https://www.bbc.co.uk/bitesize/clips/zgfr87h</a> Could we live in houses like this in the UK? Why not? Masai Mara powerpoint. Ask children to draw a picture of the Masai and write 5 facts they have learnt about them. Make some Masai houses.</li> </ol>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> <li>• Use world maps to identify the UK in its position in the world.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Ask a person prepared questions.</li> <li>• Use a proforma to collect data about the weather/climate here and in Kenya.</li> <li>• To realise how the lives of people and animals are connected (bees)</li> <li>• To recognise how people can improve and sustain environments</li> <li>• Use basic geographical vocabulary to refer to key physical and human features (coast, river, soil, gully, volcano. mountain, city, desert, flood, savannah)</li> </ul>

Summer Term 1 (History)

Three Great Queens

Disciplinary Concepts: Change and continuity, significance.

<p align="center"><b>Pupils should already know:</b></p>	<p align="center"><b>Vocabulary</b></p>	<p align="center"><b>Images</b></p>													
<ul style="list-style-type: none"> <li>• Our school was built in 1877 when Victoria was queen.</li> <li>• When Victoria was queen, we call this Victorian times.</li> <li>• We live in a country called England.</li> <li>• England is part of the United Kingdom.</li> <li>• London is the capital city of England.</li> </ul>	<p>Palace Monarch Reign Armada Empire. Empress Crown Sceptre Invade Throne</p>														
<p><b>By the end of this unit, children will know:</b></p>	<p align="center"><b>National Curriculum</b></p>														
<ul style="list-style-type: none"> <li>• Queen Elizabeth I's time in power is known as the Elizabethan Age.</li> <li>• Elizabeth I ruled for nearly 45 years.</li> <li>• Elizabeth I never married. There was no king.</li> <li>• During Elizabeth I's reign, England defeated the Spanish Armada.</li> <li>• Queen Victoria ruled for 63 years. She ruled over the British Empire.</li> <li>• When Victoria first became queen, children had to go out to work. By the time she died, children had to go to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>• Know where the people and events they study fit within a chronological framework</li> </ul> <table border="1" data-bbox="954 986 1899 1145"> <tr> <td>Fire of London 1666</td> <td>Grace Darling rescue 1838</td> <td>Great Fire of Gateshead 1854</td> <td>Our school was built 1877</td> <td>The Wright brothers 1903</td> <td>Amy Johnson flies solo 1930</td> <td>Moon Landing 1969 51 years ago</td> <td>Today</td> </tr> </table>							Fire of London 1666	Grace Darling rescue 1838	Great Fire of Gateshead 1854	Our school was built 1877	The Wright brothers 1903	Amy Johnson flies solo 1930	Moon Landing 1969 51 years ago	Today
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## Who was the greatest queen of England?

5 weeks

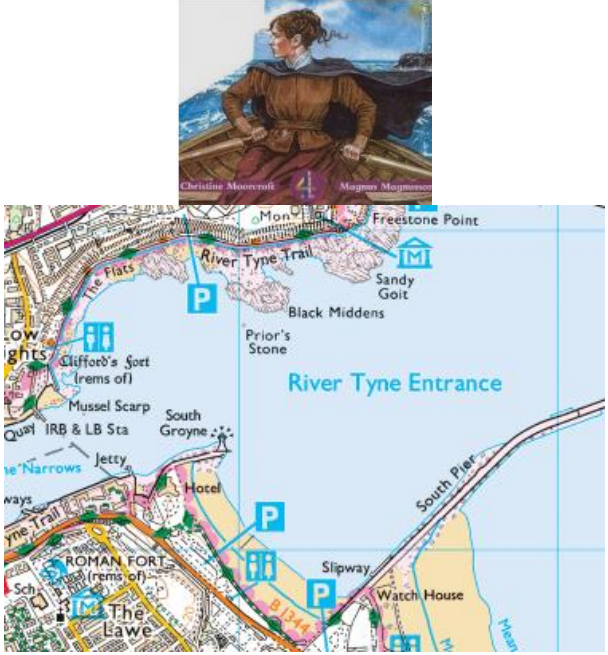
<u>Learning Outcomes</u>	<u>Activities</u>	<u>Skills, concepts and knowledge</u>
To retell main events in the life of Elizabeth I.	<p>Key Question: What is a monarch?</p> <p>Look at some pictures of kings and queens from stories-what clues in the pictures tell us that the character is a king or queen? <b>Crown, throne, palace</b> . Ensure children know what these words mean.</p> <p>Next, look at some pictures of real monarchs from the past. What can you see that tells us they are a king or queen? (crown, sceptre, expensive clothes). Do you think any are living today? Why?</p> <p>Do we have a king or queen as monarch in our country today? Who is it? Where does he live? Look at a photograph of King Charles III on his coronation and write his name on the board. Why do we think he has III after his name? Establish we say Charles the third which means there has been 2 other King Charles who have also being king of England.</p> <p>Who was our monarch before King Charles III? Look at some photos of Elizabeth II on her coronation and write her name on the board. Why do we think she has II after her name? Establish that we say 'Elizabeth the second' which means there has been another queen called Elizabeth who was also Queen of England. Show a portrait of her and tell the children that she lived almost 500 years ago. She reigned for nearly 45 years. We call her Elizabeth I. Watch BBC Bitesize to find out more about Elizabeth I. <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm</a></p> <p>Use the powerpoint paintings to retell her life. E.g</p> <p>Write down some key facts about her on the easel.</p> <ul style="list-style-type: none"><li>• Her father was King Henry VIII who had six wives and beheaded two of them, including her mother, Anne Boleyn!</li><li>• When Henry died, her sister, Mary became queen and locked Elizabeth up in the Tower of London.</li><li>• Elizabeth became queen when her sister died.</li><li>• She ruled England for nearly 45 years.</li><li>• She was very clever and could speak lots of different languages.</li><li>• She had lots of portraits painted of her, showing her as strong, mighty and rich.</li><li>• She never married.</li><li>• She defeated the Spanish Armada and Phillip, King of Spain.</li><li>• England became rich and powerful during her reign. There were famous writers, artists and explorers.</li><li>• When Elizabeth died, her cousin James became king.</li></ul>	<p>Can sequence main events on a simple timeline.</p> <p>Understand the methods of historical enquiry, including how evidence is used</p> <p>Can gather ideas from a few simple sources.</p>

	<p>Give children 4 pictures from the powerpoint to put in chronological order depicting her life and write what they can remember about her under the question: Who was Queen Elizabeth I?</p>	
	<p><u>Who was the next great Queen of England?</u>  Show a portrait of Victoria-who is this queen? Give children a clue-our school was built when this queen was on the throne. Watch BBC Bitesize to introduce her:  <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk</a>  Discuss the meaning of the word, 'empress' and name some of the countries ruled by Britain at the time-using a simple atlas, can children locate some of them?  Write the main facts from the film on the board:</p> <ul style="list-style-type: none"> <li>• Victoria was 18 when she became queen in 1819, which is 204 years ago.</li> <li>• She was an empress of many countries around the world as well as queen of Britain. These countries were part of the British Empire.</li> <li>• Victoria married Prince Albert from Germany.</li> <li>• She had 9 children.</li> <li>• Albert died when he was only 42. Victoria dressed in black clothes for the rest of her life.</li> <li>• Victoria was queen for 63 years. She died in 1901.</li> <li>• We call the time when she reigned the Victorian era.</li> <li>• Place some pictures of Queen Victoria on the tables for children to explore.</li> </ul> <p>Stick a photo of Queen Victoria in jotters. Children write the question: 'Who was Queen Victoria?' and write about her in their jotters.</p>	
	<p><u>What changed in Bill Quay during Queen Victoria's reign?</u>  Recap on previous learnt facts from the last lesson and focus on the length of time that Victoria reigned, explaining that lots of changes took place during this time.  Plot the beginning and end of her reign on a timeline. When was our school built? Show this on a timeline- and establish that Victoria would have been quite old when it was built. Where did children go to school before it was built? What was Bill Quay like at the beginning of her reign? How could we find out? Look at some old photos of Bill Quay with the factories along the river. Use the old records to investigate and elicit that children went to 'school' in the parish rooms at the church for a little while before our school was built.  Look at some pictures of working children during the early Victorian period and some pictures of rich children with a governess at home (powerpoint). What would life have been like for poor children during Victoria's reign? Establish that poor children were mostly uneducated and many would not have been able to read or write; whereas children who were born into rich families would have been educated at home. What do you think happened for the government to decide</p>	<p>Know reasons why changes occur.  Know not everyone in the past had the same experiences.</p>

	<p>that all children should be educated? Introduce the idea of the Education Act of 1870 as a special law that was passed. This was why our school was built.</p> <p>Split a page in jotter in two. Children will draw and write about poor children at the start of Victoria's reign and at the end.</p>	
	<p><u>Who was the third great queen?</u></p> <p>Return to our present day monarch and tell children they will now learn about the other great Elizabeth, Elizabeth II, who was King Charles III mother.</p> <p>Introduce the children to her as a young girl. Show the children one or more images of the young princess, along with the newsreel (see resource link). Ask the children to explore their ideas. What do you think her life was like? Did she go to school like us? Where did she live? Why are all the images in black and white? Now show them an older picture of the Queen. What was her role? Why is she a significant person? Explain that she is the same person, but at very different stages in her life. What is similar and what is different about the Queen between then and now? Make a timeline of her life using border paper. Plot her birth and then focus on 1952. This was when Princess Elizabeth's father (King George VI) died and she became queen. Elizabeth II died in 2022 and was queen for 70 years, longer than any other British monarch.</p> <p>Introduce the words 'coronation, ceremony, carriage, Westminster Abbey, sceptre, throne, crown and discuss their meanings/symbolism. Show an old film of the Queen Elizabeth II's coronation. What do you think was the same and different between Elizabeth I's coronation and Elizabeth II's? Put the two paintings of the queens side by side and ask children to spot the similarities. What are they holding and wearing? Why? Stick these in jotters and ask children to write about the things they can see and what they mean.</p>	<p>Use sources and evidence to identify similarities and differences in the coronation event.</p>
	<p><u>How did we celebrate Queen Elizabeth II's coronation in Bill Quay? How could we find out?</u></p> <p>Use the log book and scan relevant pages to find out what we did at school to celebrate the coronation.</p> <p>Interview someone who remembers the coronation and how they celebrated at home. Did they have a street party? Did they get a souvenir coin? Look at photos from grandparents and those in Bill Quay.</p> <p>Compare the coronation of Queen Elizabeth II to children's own memories of King Charles III's coronation. What was the same and different?</p> <p>Children record what they have learnt from the visitor about the coronation event.</p>	<p>Use sources and evidence to find out about how people in our community celebrated the coronation of Queen Elizabeth II.</p>

Summer Term 2: Humanities

Seaside (6 weeks)

What children should already know:	Vocabulary		Images
<ul style="list-style-type: none"> <li>• Our school is in Bill Quay.</li> <li>• Bill Quay is in Gateshead which is in Tyne and Wear.</li> <li>• We live in a country called England which is part of the UK.</li> <li>• The names of the 4 countries of the UK and their capital cities.</li> <li>• The UK is in Europe.</li> <li>• Where Gateshead and Bill Quay are on a map.</li> <li>• The name of the river in Bill Quay is the Tyne.</li> </ul>	<p>Beach Cliff Coast Dune Rock Stones Pebbles Sand Bank Town</p>	<p>Lighthouse Queen Victoria SS Forfarshire Parasol Railway Bathing machines Promenade Donkey rides Funfair</p>	 <p>The image contains two parts. The top part is a painting of a woman in historical attire, possibly a sailor's wife, looking out over a body of water. The bottom part is a map of the River Tyne area, showing the entrance, various landmarks like the Roman Fort, and the South Pier.</p>
By the end of this unit, children will know:	National Curriculum		
<ul style="list-style-type: none"> <li>• The names of the continents and their locations on a map.</li> <li>• The names of some of the oceans and seas.</li> <li>• Key features of rivers and coasts.</li> <li>• Where South Shields is on a map.</li> <li>• Where Bill Quay is in relation to South Shields.</li> <li>• South Shields is a town.</li> <li>• How to use simple compass directions.</li> <li>• How to construct basic symbols in a key.</li> <li>• The main events in Grace Darling's life.</li> <li>• The similarities and differences between holidays 100 years ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features.</li> <li>• Use simple compass directions.</li> <li>• Use maps and globes to identify the continents and oceans.</li> <li>• Use simple fieldwork and observational skills to study the geography of the locality</li> <li>• Use and construct basic symbols on a key..</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>		

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6 weeks

Y2	Summer	Skills and Concepts
Topic	Seaside and Grace Darling	
History content	<ul style="list-style-type: none"> <li>• What was going to the seaside like 100 years ago?</li> <li>• How do we know what holidays were like 100 years ago?</li> <li>• Do we go on seaside holidays for the same reason people went on them 100 years ago?</li> <li>• How have seaside holidays changed over time?</li> <li>• What did Grace Darling do that made her so famous, and why is she remembered today?</li> <li>• Why did Grace do what she did?</li> <li>• Are all versions of Grace's story the same?</li> <li>• How did sea rescue improve after her heroic act?</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify at least 3 specific features of a seaside holiday 100 years ago.</li> <li>• Make simple observations about people, events and beliefs within Edwardian times.</li> <li>• Give reasons for more complex human actions.</li> <li>• Can make deductions from photographs, going beyond the literal.</li> <li>• Identify similarities and differences between periods.</li> <li>• Can describe change over time using correct words and phrases.</li> <li>• Sequence parts of a more complex story.</li> <li>• Understand that there are different versions of the same event.</li> <li>• Communicate understanding of the past in a variety of ways.</li> </ul>
	Seaside	
Geography content	<ul style="list-style-type: none"> <li>• What is a map? How is the world mapped? What is a continent? Where is the UK? What is an ocean? What are their names? What might we find in an ocean? Why do oceans matter?</li> <li>• Where does the river Tyne flow to? Follow river on a map. Who has been to South Shields before? What is the name of the sea the Tyne flows into?</li> <li>• Visit South Shields for a field trip. Sketch simple features (sand dune, grass). Sketch features from different directions (north, south, east and west) Sketch and label what you can see on the beach at different points. Where is the seaweed found on the beach?</li> <li>• Introduce the use of symbols in a key to draw a map of South Shields.</li> <li>• Prepare questions to ask people when visiting South Shields-e.g. shop owners.</li> <li>• What can visitors see when they come to South Shields besides the beach?</li> <li>• What other buildings are there in South Shields?</li> <li>• What would people living in South Shields like to improve about their town?</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the continents and oceans.</li> <li>• To understand how important oceans are to us.</li> <li>• Recognise how important rivers are to people and their everyday lives.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the locality</li> <li>• Use basic geographical vocabulary (river, factory, bank, sea, mouth)</li> <li>• Draw basic maps and add simple symbols of the locality.</li> <li>• Identify key features of the coast on a map (sand, dunes, sea, lighthouse)</li> <li>• Draw simple features</li> <li>• Add labels onto a sketch map or photograph of features.</li> <li>• Use simple compass directions.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• How are people protecting the beach to stop the sand blowing away?</li></ul> |  |
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