






Year 2 Humanities Overview

In History in Year 2, pupils will focus on events and significant individuals beyond living memory by beginning their learning studying castles. Pupils will investigate a way of life very different from their own. The topic will end with a visit to Newcastle Keep. In a topic of flight, pupils will learn about the lives of the Wright brothers and Amy Johnson, as well as an event that is significant globally: first man on the moon. In their final history topic, pupils will study the life of Grace Darling and will identify similarities and differences between ways of life in different periods linked to the topic of the seaside.

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.




Autumn Term 1: Castles

<u>What children should already know:</u>	<u>Vocabulary</u>	
<ul style="list-style-type: none">• Life existed before grandparents were born.• Our school was built in 1877 when Victoria was queen.• She was our monarch.	<ul style="list-style-type: none">• Battle• Battlements• Drawbridge• Portcullis• Tower• Motte• Bailey• Keep• Page• Knight• Squire• Coat of arms• Monarch• Joust• Tapestry• Siege	  
<p>By the end of this unit, children will know:</p>		
<ul style="list-style-type: none">• Why castles were first built in England.• Who William the Conqueror was.• How we know about the Battle of Hastings• The different parts of a castle• How castles have changed over time.• About the life of a knight.		

Autumn 1	Skills and Concepts
Castles	
<p>Who built the first castles in England? Pupils will find out about William the Conqueror and the Battle of Hastings using BBC Bitesize resources. They will look at the Bayeux Tapestry to find out what life was like at the start of the Norman period. https://www.bbc.co.uk/teach/class-clips-video/articles/z2w4bqt</p>	<ul style="list-style-type: none"> •
<p>What made castles so strong? Pupils will identify the key defensive features of castles. They will develop vocabulary related to the parts of a castle and name a range of features. They will then find out about how castles were attacked, including laying siege.</p>	
<p>How did castles change over time? Pupils will compare the features of a motte and bailey castle to a keep. They will explore the reasons for these changes.</p>	
<p>Who lived and worked in a castle? Pupils will explore life in a castle and the jobs people did. They will focus on the life of a knight and the stages to becoming one.</p>	
<p>Pupils will visit Newcastle Keep. They will take part in 'Knight School' workshop and have a tour of the castle.</p>	

Autumn Term 2: Flight (History)

Disciplinary Concepts: Significance, Using sources

<u>What children should already know:</u>	<u>Vocabulary</u>	Timeline																	
<ul style="list-style-type: none"> • Life existed before grandparents were born. • Our school was built in 1877 when Victoria was queen. • The Fire of London happened over 300 years ago. The Great Fire of Gateshead happened 170 years ago. • Where Australia is on a map of the world. 	<ul style="list-style-type: none"> • Astronaut • Aviation • Aviator • Evidence • Famous • Flight • Mission • Travel • Australia • Moon • Earth • Solo • scientist 	<table border="1"> <tr> <td data-bbox="1131 405 1240 671">Fire of London 1666</td> <td data-bbox="1240 405 1373 671">Great Fire of Gateshead 1854</td> <td data-bbox="1373 405 1471 671">Our school was built 1877</td> <td data-bbox="1471 405 1590 671">The Wright brothers invented the airplane 1903</td> <td data-bbox="1590 405 1709 671">Bessie Coleman First Afro-American woman to fly solo. 1922</td> <td data-bbox="1709 405 1827 671">Amy Johnson flies solo to Australia 1930</td> <td data-bbox="1827 405 1937 671">Moon Landing 1969 51 years ago</td> <td data-bbox="1937 405 2036 671">Today</td> <td colspan="2"></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		
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"> • Who Amy Johnson and Bessie Coleman were and why she they were famous. • What the Wright brothers did to make them famous. • Key events about the moon landing. • Why the moon landing was important. • How these events fit in with our family's history. 	<ul style="list-style-type: none"> • Compare aspects of life of sig individuals in different periods • Significant events beyond living memory. 	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p align="center" style="color: red;">How significant was the first aeroplane flight in 1903?</p>																	

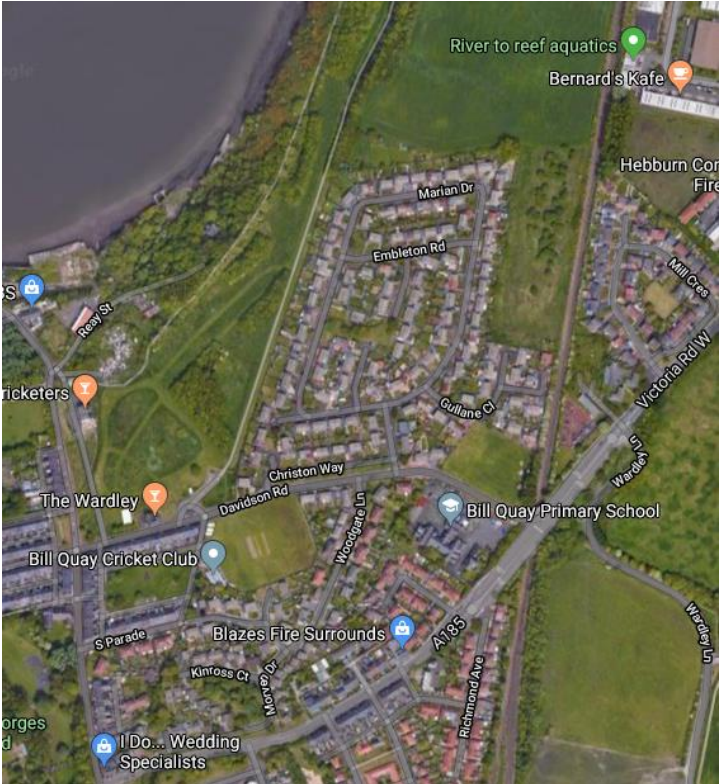
6 weeks

Autumn	Skills and Concepts
<p>Flight (Wright brothers and Amy Johnson, First Man on the Moon) NC:Link famous people by a common theme</p>	
<p>Who were the Wright brothers and why are they famous? Powerpoint 1 –slow reveal. Watch film: https://archive.org/details/WrightBrothersFirstFlight Stick slide 2 into pupils' jotters. Children must write who they are and why they are famous.</p>	<ul style="list-style-type: none"> • Recognise who was important in a historical event of significance • Make simple observations about people, events and beliefs in society.
<p>How did they manage to be the first to be the first to launch a man-powered flight? Story telling relay activity. Children sequence events in order.</p>	<ul style="list-style-type: none"> • Compare changes within a period. • Realises that we can find out about a person's life by looking at a range of sources.
<p>Why did they succeed when others had failed? Diamond rank activity. Followed by drawing activity. Watch: https://www.youtube.com/watch?v=fZyZxDWjkZ0 life story of Wright brothers at some point (storytime?) Make kites or hot air balloons if time.</p>	<ul style="list-style-type: none"> • Gather ideas from a few simple sources. • Give two main effects of an event. • Recognise what happened as a result of people's actions or events.
<p>How can we know about the Wright brothers when nobody is still alive who saw it? Pupils consider 10 statements about evidence and must prove it by matching evidence to statements. (Prove it powerpoint and resources).</p>	<ul style="list-style-type: none"> • Show where people, places and events fit into a broad chronological framework. • Begin to use dates.
<p>Listen to the song 'Those magnificent men in their flying machines (learn song to sing in assembly about flight) https://www.youtube.com/watch?v=UPgS26ZhqZs 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 Bessie Coleman 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...</p>	<ul style="list-style-type: none"> • Sequence parts of a more complex story. • Understand that there are different versions of real historical situations. • Recognise that not all sources of information answer the same question. • Can make deductions from photographs, going beyond the literal. • Understand that people can disagree about what happened in the past. • Place key events in the history of space travel on a timeline.
<p>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.</p>	

<p>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.</p>	
<p>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.</p>	
<p>Why was flying to Australia so difficult for Amy? Powerpoint 3 and diamond rank activity. How did people react to her flight? Use some slides from PowerPoint 4 followed by 'prove it' activity.</p>	
<p>Whatever happened to Amy Johnson: follow key question history mystery. Pupils write their own theory as to what happened to Amy.</p>	
<p>Has man ever been to the moon and how can we know for sure? KQ1 Pupils sequence images of flight (activity 2)</p>	
<p>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.</p>	
<p>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.</p>	

Spring Term 2

Our Street (5 weeks) Fieldwork focus

What children should already know:	Vocabulary	Images
<ul style="list-style-type: none"> • Our school is in Bill Quay. • Bill Quay is in Gateshead • We live in a country called England. • England is part of the United Kingdom • Where the UK is on a map • The names of the 4 countries of the UK and location on a map • How to identify some simple features on map. 	<ul style="list-style-type: none"> • Physical • Human • Aerial view • Route • Map • River • Shop • Church • Terraced • Semi- detached 	 <p>The image is an aerial photograph of a residential area in Bill Quay, Gateshead. It shows a network of streets including Resy St, Embleton Rd, Marian Dr, Christon Way, Davidson Rd, Woodgate Ln, S Parade, Kinfoss Ct, Mowbray Ln, Richmond Ave, and Wadley Ln. Key landmarks are marked with icons and labels: River to reef aquatics, Bernard's Kafe, Hebburn Cor Fire, Bill Quay Primary School, Bill Quay Cricket Club, The Wardley, Blazes Fire Surrounds, and a wedding specialist. The River Tyne is visible on the left side of the image.</p>
<p>By the end of this unit, children will know :</p> <ul style="list-style-type: none"> • Our river is the River Tyne. • Human features of a street. • Physical features of a street. • How to conduct a simple survey. • Jobs people do in the local area • How land is used in Bill Quay. • The different types of housing in Bill Quay. 	<p style="text-align: center;">National Curriculum</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical and human features. • Use simple fieldwork and observational skills to study the geography of the local area. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Devise a simple map of a route. • Develop knowledge about the locality. 	

Spring Term 2



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? Take some photos of the different buildings, river (in the distance) and street furniture ready for the next few lessons. 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>Have stamp size photos of the features of the street ready for each table. 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. 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</p>	<p>Recognise physical and human features on a map.</p>

	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.	
To understand that land and buildings change over time.	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.	Comparing a range of building ages and character over time. Comparing land use.
To find out views of people living in the street.	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.	Ask a familiar person prepared questions. Develop evaluation skills to support ideas for improvement.
To map a route from school to the street.	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.	Carry out a small survey of the local area.

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 1

Kenya (6 weeks)

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

Kenya


6 weeks

Y2	Spring	Skills and Concepts
Topic	Africa/Kenya	
Geography content	<ul style="list-style-type: none">• Where do we live? Where is Kenya? Can you find the UK and Kenya on a globe?• Use an atlas to find Kenya and UK. Can you give instructions on how to find them to a friend?• 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? What is the capital city of Kenya? What do the flags look like for each?• How big is Kenya? What is the weather/climate like? 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 weather/rainfall over a number of days in Nairobi and Gateshead.• What is the landscape like in Kenya? (Savannah grasslands, coast, lakes, mountains, desert, volcanoes)• 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?• How do houses differ in villages in Kenya to the city?• 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).• Contact pupils in a school in Nairobi. What do you want to ask them?• How does keeping bees compare in Kenya to the UK? Why are bees important to our everyday lives? What kind of environment do bees need? Visit bee hive?	<ul style="list-style-type: none">• 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• Use world maps to identify the UK in its position in the world.• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Ask a person prepared questions.• Use a proforma to collect data about the weather/climate here and in Kenya.• To realise how the lives of people and animals are connected (bees)• To recognise how people can improve and sustain environments• Use basic geographical vocabulary to refer to key physical and human features (coast, river, soil, gully, volcano. mountain, city, desert, flood, savannah)

Summer Term (History)


Grace Darling/Seaside

History focus: Similarities and Difference, Change

Pupils should already know:	Vocabulary	Images							
<ul style="list-style-type: none"> • Our school was built in 1877 when Victoria was queen. • The Fire of London happened over 300 years ago. The Great Fire of Gateshead happened 170 years ago. • Who Amy Johnson was and why she is famous. • What the Wright brothers did that made them famous. • Key events about the moon landing. 	<p>Lighthouse Queen Victoria SS Forfarshire Parasol Railway Bathing machines Promenade Donkey rides Funfair Scarborough</p>								
By the end of this unit, children will know:	National Curriculum								
<ul style="list-style-type: none"> • Why people went to the seaside 100 years ago. • Which people went to the seaside and why this increased. • What people wore, used and did at the seaside 100 years ago and 60 years ago • How seaside holidays have changed since grandparents were little and what has stayed the same. • Who Grace Darling was and why she is famous. • The main events in the Grace Darling's life. • That there can be different versions of historical events. 	<ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • The lives of significant individuals in the past who have contributed to national and international achievements. • Know where the people and events they study fit within a chronological framework 								
	<p>Fire of London 1666</p>	<p>Grace Darling rescue 1838</p>	<p>Great Fire of Gateshead 1854</p>	<p>Our school was built 1877</p>	<p>The Wright brothers 1903</p>	<p>1912 Scott reaches the South Pole</p>	<p>Amy Johnson flies solo 1930</p>	<p>Moon Landing 1969 51 years ago</p>	<p>Today</p>

Summer Term: Geography

Seaside

What children should already know:	Vocabulary		Images
<ul style="list-style-type: none"> • Our school is in Bill Quay. • Bill Quay is in Gateshead which is in Tyne and Wear. • We live in a country called England which is part of the UK. • The names of the 4 countries of the UK and their capital cities. • The UK is in Europe. • Kenya is in the continent of Africa. • Where Gateshead and Bill Quay are on a map. • The name of the river in Bill Quay is the Tyne. 	<p>Beach Cliff Coast Dune Rock Stones Pebbles sand</p>	<p>Sea Bank Flow Mouth Town Seaweed</p>	
<p>By the end of this unit, children will know:</p>	<p align="center">National Curriculum</p>		
<ul style="list-style-type: none"> • The names of the continents and their locations on a map. • The names of some of the oceans and seas. • Key features of rivers and coasts. • Where South Shields is on a map. • Where Bill Quay is in relation to South Shields. • That South Shields is a town. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features. • Use simple compass directions. • Use maps and globes to identify the continents and oceans. • Use simple fieldwork and observational skills to study the geography of the locality. 		

12 weeks

Y2	Summer	Skills and Concepts
Topic	Seaside and Grace Darling	
History content	<ul style="list-style-type: none"> • What was going to the seaside like 100 years ago? • How do we know what holidays were like 100 years ago? • Do we go on seaside holidays for the same reason people went on them 100 years ago? • How have seaside holidays changed over time? • What did Grace Darling do that made her so famous, and why is she remembered today? • Why did Grace do what she did? • Are all versions of Grace’s story the same? • How did sea rescue improve after her heroic act? 	<ul style="list-style-type: none"> • Can identify at least 3 specific features of a seaside holiday 100 years ago. • Make simple observations about people, events and beliefs within Edwardian times. • Give reasons for more complex human actions. • Can make deductions from photographs, going beyond the literal. • Identify similarities and differences between periods. • Can describe change over time using correct words and phrases. • Sequence parts of a more complex story. • Understand that there are different versions of the same event. • Communicate understanding of the past in a variety of ways.
	Seaside and Little Blue Planet	
Geography content (ESD link)	<ul style="list-style-type: none"> • 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? • 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? • 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? • Prepare questions to ask people when visiting South Shields-e.g. shop owners. • What can visitors see when they come to South Shields besides the beach? • What other buildings are there in South Shields? • What would people living in South Shields like to improve about their town? • How are people protecting the beach to stop the sand blowing away? 	<ul style="list-style-type: none"> • Name and locate the continents and oceans. • To understand how important oceans are to us. • Recognise how important rivers are to people and their everyday lives. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the locality • Use basic geographical vocabulary (river, factory, bank, sea, mouth) • Draw basic maps and add simple symbols of the locality. • Identify key features of the coast on a map (sand, dunes, sea, lighthouse) • Draw simple features • Add labels onto a sketch map or photograph of features. • Use simple compass directions.