



Year 2: Autumn 1 Significant periods of time <b>Great Fire of London</b>		
Topic Name: What can we learn from the Great Fire of London? Driver:History Parental involvement/trip/visit: A presentation to another class		<b>Big Writes / SPAG</b> • Capital letters / full stops • Different sentence types • Exclamation marks to show emotion • Adjectives • Conjunctions - and, but, because • Spelling - common exception words
Previous learning: Children will build on previous historical work in year 1 based on historical exploration and researching a significant period of time in British history. Children will continue work from year 1 about comparing different time periods as well as using language associated with the past. In foundation children have looked at people who help us and will have looked at the modern fire service.		
Week 1 – hook	Baking bread	Fact file about the Great Fire of London
Week 2	Place significant events on a timeline	
Week 3	Comparing city life, past and present including the fire service	A newspaper report about life in London in 1605
Week 4	Whose fault was the fire of London? Historical exploration, using pictures and discussions	
Week 5	How it changed England	Instructions - how to make a house from clay
Art/DT projects	Using clay to make old and modern houses	

Sticky knowledge	Vocabulary	Local connection
The Great Fire of London was in the year 1666  The Great Fire began in a bakery in Pudding Lane  The houses were made of wood and the fire spread very quickly  There was no fire brigade so the people had to carry water from the River Thames in buckets  The fire lasted for 5 days.	Ago Burned Years Flames River Thames Today Timeline Bakery Oven Spread Wood	Houses in our area



Year 2: Autumn 2 Weather and Environment <b>Continents and Landmarks</b>		
Topic Name: Which is the most incredible continent? Driver: Geography Parental involvement/trip/visit: Presentation to parents		<b>Big Writes / SPAG</b> • Capital letters and full stops • Different sentence types • Exclamation marks to show emotion • Adjectives • Conjunctions - and, but, because • Spelling - common exception words • Planning a story:
Previous learning: In year 1, pupils explored the seven continents. In year 1, pupils mapped their local environment. In year 1, pupils explored the countries of the UK. Pupils in year 2 will have a secure understanding of continents and landmarks.		
Week 1 – hook	An afternoon around the world trying food, looking at landmarks, pretending to fly on aeroplanes	Where will your story be set? Write a description of your favourite landmark
Week 2	What is a human landmark?	
Week 3	Name and locate European landmarks	Who are the characters in your story? Write a description of one of them.
Week 4	Name and locate world landmarks	
Week 5	Human or physical landmarks - differences	Plan and write a story "Adventure at ----"
Art/DT projects	Designing our own landmark	

Sticky knowledge	Vocabulary	Local connection
There are 7 continents  We live in Europe  I can name a famous landmark and where it is  A human landmark is created by people  A physical landmark is created by nature.	Landmark Human feature Physical feature Ancient Monument Significant Structure Famous Continent Ocean	English landmarks The Deep Humber bridge Marina Land of Green Ginger Hull Minster



## Year 2: Spring 1 Significant periods of time **Historical Explorers (Christopher Columbus, Neil Armstrong)**

Topic Name: What special qualities do explorers have? Driver: History Parental involvement/trip/visitor: Letters to Tim Peake with parental involvement		<b>Big Writes / SPAG</b> • Different sentence types – statements, commands, questions • Exclamation marks to show emotion • Noun phrases • Past and present tense • Conjunctions-or, if, that, when • Adverbs • Spelling - common exception words
Previous learning: In the previous unit, the pupils compared their own life to that of those living during the Great Fire of London. In this unit the pupils will compare two explorers from different time periods. In Year 1, the pupils identified key facts about a significant person. In this unit, the pupils will identify and discuss key facts and events. In Year 1, the pupils placed an event on a timeline. In this unit pupils will plot a series of events on a timeline and place the time periods on a world history timeline. In this unit of work, pupils will use reading materials, images and film extracts as historical sources.		
Week 1 – hook	Go on an explorer expedition on the playground. Discover new things	An information leaflet about Christopher Columbus
Week 2	Key facts about Christopher Columbus - What did he discover?	
Week 3	Recount key events - create a timeline	A newspaper report about Neil Armstrong
Week 4	Key facts about Neil Armstrong - What did he discover?	
Week 5	Recount key events - add to the timeline	A diary entry of Neil Armstrong
Art/DT projects	Create a collage representing either Christopher Columbus' or Neil Armstrong's exploration	

Sticky knowledge	Vocabulary	Local connection
An explorer is someone who travels to a new or unknown place  Christopher Columbus discovered the Americas  Neil Armstrong was the first man on the moon  Explorers are brave, determined and need special skills.	Navigate Trade Voyage Explorer Compass Mankind Merchant Astronaut Discovery Unknown	James Hall Amy Johnson.



## Year 2: Spring 2 Significant places **Beyond the UK**

Topic Name: What makes our world so amazing? Driver: Geography Parental involvement/trip/visit: Walk around our local area, following a map and using grid references		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Capital letters and full stops</li> <li>• Different sentence types</li> <li>• Exclamation marks to show emotion</li> <li>• Adjectives</li> <li>• Conjunctions - and, but, because</li> <li>• Spelling - common exception words</li> </ul>
Previous learning In this unit of work the year 2 pupils will develop their understanding of the world beyond the UK and Europe. In year 1, pupils explored the seven continents. In this unit of work, the pupils will be exploring the location of the continent in relation to the equator and the poles. In this unit the pupils will be looking at the weather on different continents- hot and cold. In year 1, pupils mapped their local environment. In this unit pupils will be using grid references to locate and plot landmarks. They will also be using compass points - north and south. In year 1, pupils explored the countries of the UK. In this unit pupils will be locating the continents and the oceans.		
Week 1 – hook	Food tasting from different continents	A description of an African sunset scene
Week 2	Name and locate the continents and oceans	
Week 3	Retrieving facts about the continents and oceans	Plan and write a story, "How the zebra got its stripes"
Week 4	Equator - looking at hot and cold countries.	
Week 5	Locating and plotting landmarks	Poetry unit - Write a poem about your favourite country
Art/DT projects	Food - design and make a healthy salad	

Sticky knowledge	Vocabulary	Local connection
There are 7 continents in the world  There are 5 major oceans in the world  The North Pole is at the top of the world and the South Pole is at the bottom  The equator is across the middle. Countries near the equator are very hot.	Ocean Equator Continent Landscape Desert Arctic Weather Locate Difference Similarity Country	Researching England's landscapes  Oceans around the UK.



Year 2: Summer 1 Kings and Queens <b>Queen Victoria</b>		
Topic Name: Why do we remember Queen Victoria? Driver: History Parental involvement/trip/visitor: A visit to a Victorian seaside town		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Different sentence types- statements, commands, questions</li> <li>• Exclamation marks to show emotion</li> <li>• Uses phonic knowledge to spell most words correctly</li> <li>• Spelling- common exception words</li> <li>• Suffixes-ly, ful, es, s,ment, less, ness</li> <li>Contractions</li> </ul>
Previous learning: In Year 1, the pupils learnt about Elizabeth II, the longest serving monarch and the Great Granddaughter of Queen Victoria. In Year 1, the pupils learnt how to create a simple timeline, in this unit the pupils will place events in chronological order and will learn to create a family tree. In year 1, the pupils learnt about life in the past, in this unit the pupils will focus on education and seaside holidays. In year 1, the pupils began to use secondary and primary sources; in this unit, the pupils will develop their understanding of different sources to answer questions about the past.		
Week 1 – hook	Dress up for a Victorian Day, walk to Marfleet train station, role play	A recount of your Victorian day
Week 2	Looking at sources to find out about the life of Queen Victoria	
Week 3	Find out about the impact Queen Victoria had (inventions during her reign - steam train, telephone, car)	A biography of Queen Victoria
Week 4	The British Empire during Queen Victoria's reign	
Week 5	Compare past and present (seaside, schools)	A report about inventions in the Victorian era
Art/DT projects	Printing of an invention from the Victorian era	

Sticky knowledge	Vocabulary	Local connection
<p>Queen Victoria married Prince Albert and they had 9 children</p> <p>The camera, the first motor car, the steam train and the telephone were invented during Queen Victoria's reign</p> <p>Canada, parts of Africa, India and Australia were all part of the British Empire</p> <p>School was very different in the Victorian era. Classes were bigger and children were hit with canes</p> <p>The steam train was invented so Victorian people visited the seaside.</p>	United Kingdom Coronation Mourning Royal Victorian Era British empire Industry Monarch Reign Heir	Marfleet train station Marfleet school St Giles Church



Year 2: Summer 2 Natural Disasters <b>Wildfires</b>		
Topic Name: How do wildfires affect the world? Driver: Geography Parental involvement/trip/visitor: A presentation to the school		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Different sentence types- statements, commands, questions</li> <li>• Exclamation marks to show emotion</li> <li>• Uses phonic knowledge to spell most words correctly</li> <li>• Spelling - common exception words</li> <li>• Suffixes-ly, ful, es, s,ment, less, ness</li> <li>Contractions</li> </ul>
Previous learning: In Year 1, pupils explored Mount Vesuvius and the impact that the volcano and fire had on Pompeii. In Year 2, pupils explored the Great Fire of London; the causes, how it spread and the impact this had on fire safety and prevention. In this unit the pupils will be looking at wildfires, their origins and their impact on the world. In this unit of work the year 2 pupils will develop their understanding of weather and climate and how they relate to natural disasters. By the end of this unit of work the pupils will know what a wildfire is, the physical and human causes of wildfires, where in the world wildfires are most likely to happen and how we can prevent wildfires.		
Week 1 – hook	Looking at photos of wildfires and creating a large class collage	A description of a wildfire
Week 2	Explain what a wildfire is and find out which places in the world are most prone to wildfires	
Week 3	Predict and map where wildfires would most likely happen on a world map	A fact file about wildfires
Week 4	List human and physical causes of wildfires	
Week 5	Explain the importance of preventing wildfires	A persuasive poster - fire safety
Art/DT projects	Designing and making a moving picture	

Sticky knowledge	Vocabulary	Local connection
A wildfire is a large destructive fire  A wildfire needs oxygen, heat and fuel to start  Wildfires can be prevented by never leaving fires burning  Firefighters use helicopters to drop large amounts of water on wildfires.	Wildfire Scorch Fuel Ignite Prevent Wilderness Wilt Heatwave fierce Blaze	Fire safety at home.