

Stephenson Memorial Primary School - Project Medium Term Planning

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| Term : Spring (Past - History) | Project Question: Can we use clues from the past to unlock the trails of history? | Year group: 2 |
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Summary of the project: The children will explore a key period of history - The Great Fire of London - by using clues from the past to reveal events. Children will study primary and secondary sources, honing their investigatory skills. They will study this period in history compared to their previous historical studies - Great Fire of Gateshead, Medieval times - looking at chronological order and timelines.

What do we want children to know by the end of this project?

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| <p>History - What impact did the Great Fire of London have on the nation?</p> <p>To understand that the 'The Great Fire of London' actually happened a long time ago and see how this fits into a timeline.</p> <p>To be able to describe events in order using words and phrases from the time period.</p> <p>Understand how using artefacts from the past help us understand what happened.</p> <p>To be able to compare life then vs life now using objects, experiences and maps.</p> <p>Key threads: Society - Jobs Settlements - Types of housing Entertainment - Music and Art Diet- Bread Transport- Horse & Cart Religion - Christianity</p> | <p>Science - Properties of Materials</p> <p>To be able to identify and name a wide range of materials wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>To be able identify materials used to make objects which are composed of more than one material.</p> <p>Describe the properties of materials and what they are made from.</p> <p>To know how materials can be changed by squashing, bending, twisting and stretching</p> <p>Use scientific enquiry to test the properties of materials for different purposes.</p> | <p>DT - Food Tech - Bread</p> <p>To know how bread was made in 1666.</p> <p>Follow safe procedures for food safety and hygiene.</p> <p>Make and design using appropriate techniques.</p> <p>Use appropriate tools for baking.</p> <p>Evaluate the process and reflect on their outcome.</p> |
| <p>Chronological knowledge and understanding - How will this skill be developed throughout the project?</p> <p>The use of an interactive timeline (iPad) and a displayed timeline will be used consistently to maintain the development of the skill.</p> | | |

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| <p>Art - Colour</p> <p>To be able to describe colours and investigate colour mixing with paint.</p> <p>To use colour layering techniques with pastels.</p> <p>To know who Jackson Pollock is and understand how his fire paintings were created.</p> | <p>Computing - Information Technology</p> <p>Use the internet to search for historical information.</p> <p>To be able to organise folders and documents on iPads.</p> <p>To understand that files can be uploaded and organised to help with retrieval of digital content.</p> <p>To understand that digital content can come in a variety of forms: images, videos and audio.</p> | <p>French - Numbers Past 10/Months of the Year</p> <p>To know numbers to 20 fluently.</p> <p>To know days of the weeks.</p> <p>To know months of the year.</p> | <p>RE - What does it mean to belong in Christianity?</p> <p>To know that Christianity is a religion.</p> <p>To be able to recall key names in Christianity.</p> <p>To understand that a church is a place of worship for Christianity.</p> | <p>PE - Gymnastics</p> <p>To rock or roll in a curled shape or long shape.</p> <p>Make a shape and hold it.</p> <p>Balance with support from a partner.</p> <p>Copy a movement sequence of two movements.</p> <p>Perform and describe their movements.</p> |
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Which words and phrases do we want children to recall and define by the end of this project

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| <p>History <i>Timeline, artefacts, enquiry, Stuart, legacy and settlements.</i></p> | <p>Art <i>Colour, shading, tone, mixing, pastels and layering.</i></p> | <p>Science <i>Wood, metal, plastic, glass, brick, rock, paper, cardboard, translucent, reflective and non reflective.</i></p> | <p>D&T <i>Bake, food, wheat, roll, knead, flour, cut, heat, hygiene and safety.</i></p> | <p>Computing <i>Technology, create, organise, store, manipulate, retrieve and digital.</i></p> | <p>RE <i>Christianity, God, Jesus, Bible, and Church.</i></p> |
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In order to ensure all children can achieve - what pre teaching/learning will need to occur? What prior knowledge will they need?

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| History What knowledge of timelines/chronology do children need to have? What is a timeline? Relate to the timeline used in the previous history topic. Where significant events from the past took place in relation to where they live. Recap the events of the 'Great Fire of Gateshead' as taught in previous year. Study Stuart period up to just before 1666 to establish what life was like. | | | Science Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials. | DT Understand the need to follow food hygiene guidelines. To recall how to be safe when cooking in relation to tools and the use of heat. |
| Art Colour names. Understand that a single colour can be produced in many different shades. | Computing To know how to create documents such as Pages/Keynote and name them. Use the right search terms in google. Know how to use accessibility features to support iPad skills. | French Where France is. Basic greetings Numbers up to 10. Days of the week. | RE To know a variety of religions. To know what religion (if any) they/family are. | PE To listen and follow instructions. To know how to get out and put a mat away correctly and safely. |

| Which visits,visitors and special experiences will we organise to secure children's knowledge ? National Archives - Great Fire of London Workshop (Online) Outdoor bread making at Rising Sun Country Park Science experiment recreating the 'fire'. | Which books will help the children secure and think more deeply about the knowledge in this project? Reading Spine <table border="1"> <tr> <th>Spring 1</th> <th>Spring 2</th> </tr> <tr> <td>How to live forever</td> <td>A child of books</td> </tr> </table> Driving Texts <table border="1"> <tr> <th>Fiction</th> <th>Non Fiction</th> <th>Poetry</th> </tr> <tr> <td>Toby and the Great Fire of London</td> <td>Great Fire of London</td> <td>A tiny burning flame</td> </tr> </table> | Spring 1 | Spring 2 | How to live forever | A child of books | Fiction | Non Fiction | Poetry | Toby and the Great Fire of London | Great Fire of London | A tiny burning flame |
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How will we exhibit our learning? How will we present our learning from each subject?

How will children present their answers to the enquiry question? What would a good one look like?

Children will have developed an understanding of the things which represent key elements of helping others to unlock the past - this will assist them to create time capsules to bury for people in the future. This will be in a variety of forms to include artefacts, digital links and handwritten letters to the future.