



Peace and Conflict: Respect for all Individuals

Focus Overview

Year 2



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

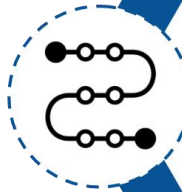
A Wonderful World:
Appreciating God's Creations



Peace and Conflict: Respect for all Individuals



A Moment in Time:
Learning from the Past for Our Future



We are Engineers:
Embracing Technology to Solve problems



Nurturing Nature:
Engaging and Taking Responsibility



Our Place in the World: Identity and Community



Peace and Conflict: Respect for all individuals Year 2 – The Great Fire of London

In **History**, children will learn about The Great of London and the impact that this had on the lives of people then, and how this impact is still felt today. They will learn about the importance of this event within British history and understand its significance. In **Art**, children will take inspiration from The Great Fire of London to create fire collages using a range of materials. This will link to their learning In **Science**, where they will investigate the properties and suitability of materials and understand why they are best suited for different purposes. In **English**, children will learn to write a newspaper recount, using their knowledge of The Great Fire of London. In **Reading**, lessons will also link to our theme by reading 'Vlad and the Great Fire of London' where we will continue to develop use of the Retrieve and Interpret skills.

Theme Impact

Children will understand the struggles of people from the past, and how they worked together to overcome these challenges. They will learn about the changes that have been made as a result of historical events and how people have learnt from events of the past.

Catholic Social Teaching

We will focus on the CST theme of 'solidarity'. Children will learn that we are all dependent on one another; we all need to look after each other and value each other. This is how people had to act during the Great Fire of London. They worked together to overcome their problems and show solidarity in the face of great hardship. Children will think about how they can apply these lessons to their own lives, and how working together is what God teaches us to do as we follow the great commandment— "love one another". They will learn how they can apply this teaching to many parts of their lives.

Curriculum Drivers

History

National Curriculum Objectives

- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.

Knowledge and Skills Progression

- U1:** Recall some facts about people/events before living memory
- U2:** Say why people may have acted the way they did.
- U3:** Begin to describe similarities and differences
- E1:** Identify different ways in which the past is represented
- E2:** Explore events, look at pictures and written accounts and ask questions i.e, what is happening here? Why?
- E3:** Look at objects from the past and try to interpret facts from it.
- E4:** make comparisons between 2 time periods
- I2:** Use books, videos, photographs, pictures and artefacts to find out about the past.
- C3:** Chronologically order a set of events, objects and pictures
- C4:** Use a timeline to understand a significant historical events.
- C5:** Use vocabulary to help them to talk about the past
- O1:** Sort events or objects into groups (i.e. then and now.)
- O2:** Use role play to demonstrate understanding of historical events/people.
- O3:** Talk and/or draw about things from the past.
- O4:** annotate photos and/or pictures from the past.

Vocabulary

London
fireman
fire brigade
Pudding Lane
Samuel Pepys
River Thames
King Charles II
plague
gunpowder
wealthy
un-wealthy
possessions

Science

National Curriculum Objectives

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Knowledge and Skills Progression

Working Scientifically

E1: ask simple questions and recognise that they can be answered in different ways

E2: observe closely, using simple equipment

E3: perform simple tests

E4: identify and classify

E5: use their observations and ideas to suggest answers to questions

E6: gather and record data to help in answering questions

Working Scientifically Suggestions

- performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'
- comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)
- observe closely, identifying and classifying the uses of different materials, and recording their observations.

Vocabulary

rough, smooth, stretchy, stiff, bending, twisting, stretching, elastic, foil, dull, waterproof, absorbent, fabrics.

Art

National Curriculum Objectives

- Use experiences and ideas as the inspiration for artwork, using a range of materials.
- Explore a variety of techniques using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, artisans and designers.

Knowledge and Skills Progression

C1 arrange and glue materials to different backgrounds.

C2 fold, crumple, tear and overlap papers.

P1 use a variety of tools and techniques i.e. brush sizes and types.

P2 experiment with tools and techniques e.g. layering, mixing.

P5 name and mix primary colours, shades and tones.

P6 create textured paint by adding material, i.e. sand or plaster

PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables.

PR2 take simple prints i.e. mono-printing.

PR3 create simple printing blocks for press print.

PR5 experiment with overprinting motifs and colour

Application

Children will use the skills from their music lessons to write a collaborative class song. In this they will include facts learnt about the Great Fire of London, as well as highlighting what can be learnt from this disaster, and how the people of London worked together to build a better future. This will be shared with Reception Class to teach them.

Wider Curriculum Opportunities

Writing

Recount – newspaper report about The Great Fire of London

Reading

Vlad and The Great Fire of London by Sam Cunningham

Computing – application of previously taught skills

Safer Internet Day
Staying safe online

Enrichment

Trip to Selly Manor

Home Learning

Build a Tudor house. Children brought these into school – we put them in Forest School and burned them in a line.

Evaluation Notes

Children seemed engaged and enjoyed the Burning Bakery newspaper report and learning the Great Fire of London song. In music, children used their learning to help write a song and perform this on the glockenspiels to children in Reception class. Children created fire collages which were used to decorate our corridor display. Children observed and watched a bean germinate.

Stand-alone objectives to be covered this term
RSE/PSHE
Units to cover
PSHE Resilience
PE
National Curriculum Objectives
Knowledge and Skills Progression
<p>Hit, Catch and Run Unit I Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others. Key vocab: rolling, retrieving, throw, catch, aim, target, hit, batting, fielding</p> <p>Attack, Defend and Shoot Unit I Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork</p>
Music
Musical Me: Singing and Playing a Song (continued) Orchestral Instruments: Traditional Stories
Cooking in the Curriculum
Bread