

Year 2 Medium Term Plan

Key Learning in History

Autumn: How did the first flight change the world?

To learn about events beyond living memory that are significant globally

To know where the people and events that we study fit within a chronological framework

To learn what early aeroplanes were like and compare them to modern aircrafts

To use a timeline to explain the history of aviation and compare two early methods of flight

To describe details of old aeroplanes and understand how they have changed over time

To understand how important the aeroplane is and how people managed before it was invented

- To work as a team in creating a video about the first aeroplane flight, the history of aviation and how aeroplanes have changed the world. and evaluating the finished article

Key Learning in History

Spring: How has food changed over time?

1. To study artefacts from different periods of history and to put these artefacts in a chronological context
2. To name foods eaten in the early 17th century and make comparisons
3. To identify similarities and differences between the food their grandparents ate when they were children and the food they eat themselves
4. To discover the history of a particular food, and to understand some of the ways in which we find out about the past and identify different ways in which it is represented
5. To ask and answer questions about the history of food, and create a presentation of findings
6. To organise and host a 'food fair' in which the children share with a wider audience what they have learned over the course of the unit

Key Learning in History

Summer: Who were the greatest explorers?

1. To learn about the life of Ibn Battuta, when he lived, describe his achievements and why they were important
2. To learn about the life of Captain Cook, when he lived, describe his achievements and explain why they were important
3. To learn who was the first person to reach the South Pole, describe the expedition and compare different explorers
4. To learn about Sunita Williams' achievements as an explorers and compare her with other explorers.
5. To consider which of the four explorers they have studied during this unit they think is the most significant, and explain their reasoning

Cross curricular links:

English: retelling a story orally and in writing (Lesson 1); note-taking (Lesson 4); writing a report (Lessons 4, 5); taking part in discussions (Lessons 1–6); labelling (Lesson 2); writing lettering on posters (Lesson 5); hot-seating (Lesson 5); asking questions (Lessons 1–5)

Maths: working with time and dates (Lessons 1, 3)

Science: exploring the principles of flight (Lessons 2, 3) Art & design: creating a frieze (Lesson 2); illustrating books and posters (Lesson 1); making models (Lesson 4)

Computing: learning Internet research techniques (Lesson 4); staying safe online (Lesson 4); creating digital content (Lessons 4, 6)

Design & technology: exploring the design of the Wrights' Flyer (Lesson 2); comparing and contrasting features of aircraft from different periods of history (Lessons 2, 3); making a book (Lesson 1)

Geography: locating the USA on a map of the world, North Carolina and Ohio on a map of the USA (Lesson 1); using globes (Lesson 1); exploring trade, travel and communications (Lesson 5).

Historical skills

develop curiosity to know more about the past • make connections and draw contrasts between their own lives and lives of people in the past.

Potential education visits

Cross curricular links:

English: reading menus and recipes (Lessons 2, 3, 6); writing food critiques (Lesson 2), information texts (Lesson 3), captions for museum-style displays (Lesson 6); creating posters and flyers to advertise the food fair (Lesson 6); applying research techniques (Lessons 1, 4, 5, 6)

Maths: adapting recipes, e.g. doubling or halving quantities (Lesson 3); measuring mass and volume of ingredients (Lessons 2, 3); recording ingredient prices, calculating cost and change needed (Lesson 6)

Science: healthy eating (Lesson 2) Computing: taking photos (Lessons 2, 3); researching online (Lessons 1, 4, 5, 6); staying safe online (Lessons 4, 5); creating slideshows (Lesson 4).

Design & technology: comparing cooking appliances from different historical periods (Lesson 1) Food technology: following food safety rules, cooking recipes (Lessons 2, 3, 6)

Geography: locating on a world map source

Historical skills

develop chronological understanding related to the history of food • devise historically valid questions about the history of food • understand some of the ways in which we find out about the past • ask perceptive questions, develop perspective and judgement • understand how Britain has been influenced by the wider world.

Potential education visits

Cross curricular links:

English: reading texts (Lesson 2); answering questions on texts (Lesson 2), quiz questions (Lesson 3); writing quiz questions (Lesson 3), writing lists (Lesson 4), writing captions (Lessons 5, 6); ordering disordered text and images (Lesson 3); brainstorming (Lessons 2-6); discussing (Lessons 1-5); debating (Lesson 6); roleplaying (Lesson 2); creating freeze frames (Lesson 2)

Art & design: creating a plaque, statue or frieze (Lesson 6)

Computing: creating a photo-biography, importing images, writing captions (Lesson 5)

Geography: tracing routes on a globe or world map (Lessons 2, 3, 4)

PSCHE: voting to personal preference, and following reasoned debate (Lesson 6).

Historical skills

• devise historical questions • determine how/where to find out the answers to historical questions • carry out independent research using books and/or the Internet • devise ways of sharing research.

Potential education visits

Key vocabulary

Aeroplane: powered flying machine with fixed wings

Aircraft: flying machine

Aviation: the world of aircraft and air travel

Cabin: room or space on an aircraft or ship

Century: period of 100 years

20th century: period of 100 years before the 21st century in which we live

Cockpit: small space where the pilot(s) of an aeroplane sit

Elevators: hinged areas on the horizontal stabilisers at the tail end of an aeroplane, used to control the aeroplane's angle of flight and lift on its wings
Engine: machine that provides power

Flight: journey through the air

Flying machine: machine that can fly through the air

Fuselage: body of an aircraft

Glider: light unpowered aircraft with wings

Hot air balloon: large bag filled with hot air or gases that can carry passengers through the air in a basket

Jet: aircraft with powerful jet engines

Landing gear: wheels and other parts that bear the weight of an aeroplane

Modern: the latest equipment or knowledge

Propeller: turning part with blades that power an aeroplane

Rudder: hinged area on the vertical stabilisers on an aeroplane, used to steer the aeroplane

Significance: importance.

Key vocabulary

Artefact: an object made by a human being

Century: a period of one hundred years

17th century: one hundred years from January 1st 1601 to December 31st 1700

Chronological order: in order of time, from earliest to most recent

Fluid ounce (fl oz): a unit of volume, equivalent to about 28 ml

Historical period: particular time marked by events that happened, people that lived, or things that were important

Imperial measures: a system of measurement from 1824, standardising units used in the British Empire

Ounce (oz): unit of mass, about 28g

Pint (pt): 20 fluid ounces, about 568ml

Pound (lb): 16 ounces, about 454g

Stuart period: when Britain was ruled by the House of Stuart: in England and Wales, 1603–1714; in Scotland, from 1371.

Key vocabulary

Antarctica: continent surrounding the Earth's South Pole

Asia: continent joined to North-east Europe to the north, and Eastern Europe and the Middle East to the west

Astronaut: explorer who travels into space

Australia: continent off the south-east of South-east Asia, with the Pacific Ocean to the east, the Southern Ocean to the south, and the Indian Ocean to the west

Biography: story of someone's life and achievements

Chronological order: in order of time, from earliest to most recent

Explorer: person who travels long distances to unfamiliar places to find out about them, or in search of land, trade routes and goods, treasure, knowledge, adventure or glory

Hawaii: islands off the west coast of the USA

New Zealand: islands to the south-east of Australia, in the Pacific Ocean

Pacific Ocean: the world's largest ocean, between Russia, Asia, Australia to the west, and North and South America to the east

Territory: land claimed as a possession by a ruler or nation

Trade: buying or selling goods or services.

ASSESSMENT

All children can:

Name the Wright brothers as the first people to fly a successful aeroplane

Know that the first aeroplane flight took place over 100 years ago

Identify differences and similarities between early and modern aeroplanes Describe one way in which aeroplanes are used in the modern world.

Most children can:

Retell the story of the first aeroplane flight

Locate the date of the first aeroplane flight on a timeline

Compare aeroplanes from different eras

Describe some changes the aeroplane has brought.

Some children can:

Discuss the significance of the first aeroplane flight

Describe how the Wright brothers' achievement fits into the history of aviation Evaluate the effectiveness of different aircraft as transport

Say how the aeroplane has had the biggest impact, justifying their reasoning.

ASSESSMENT

All children can:

Arrange artefacts in chronological order • place events on a timeline

Compare and contrast foods eaten in different periods of history.

Most children can:

Devise and answer historically valid questions

Use evidence to draw conclusions about the past •

Share their historical knowledge with others.

Some children can:

Use a range of research techniques to find out about the past

Present their historical knowledge in an appropriate way to suit the subject matter and their chosen audience.

ASSESSMENT

All children can:

Name some great explorers from the past

Put these explorers' lives in chronological order and place them on a timeline

Describe each explorer's achievements in general terms.

Most children can:

Retell the life stories of some great explorers from the past

Consider the reasons for and the effects of these explorers' travels

Ask and answer questions about the past.

Some children can:

Compare the achievements of various explorers, stating which one they think is the greatest explorer, and justifying their opinion.