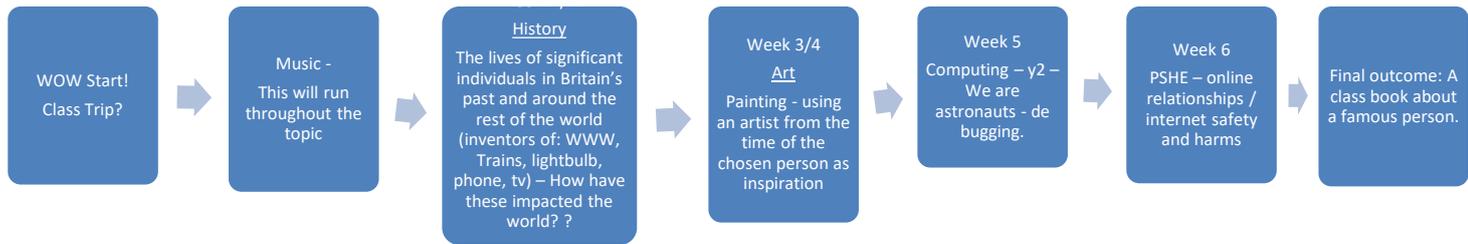


Year 1 / 2 History unit - 'Cracking ideas!'



Unit overview: Children study the lives of significant individuals in Britain's past and around the world. They learn about why that person is influential and famous and their impact on the world today. They also learn about the life story of that person. Music is ongoing in the unit. In art - children will create paintings in the style of a famous artist from the period. Children will also learn about being safe online whilst using the internet to look for clues and emailing.

History skills

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Know where events fit within a chronological framework - label timelines with words or phrases such as past, present, older, newer. Use dates where appropriate.
- Use different sources of evidence (pictures and stories) to find out about the past.
- Identify some of the different ways the past has been represented. (art, diaries, film etc).
- Ask questions such as: What was it like for people? What happened? How long ago?
- Identify similarities and differences between ways of life in different periods
- events beyond living memory that are significant nationally or globally (what does this mean for us now?)
- Learn about the lives of significant people in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

Knowledge:

- Famous of significant events, e.g. Tim Berners-Lee (1989), Richard Trevithick (1804), Thomas Eddison (1850), Alexander Graham Bell (1876), Philo Farnsworth (1927)

Previous knowledge:

Local History of school and local area

Changes in living memory (toys)

Significant events in history (GFOL, Gunpowder plot, Moon landings)

Key Words

Inventor, invent, world wide web, train, locomotive, lightbulb, television

Art skills - focus on painting	Computing Year 2 We are astronauts	PSHE
<p>Drawing Focus for portraits: Focus on line, sketching, texture, colour, shapes, form and space (proportion).</p> <p>Painting focus for portraits (poster paint): Explore a famous artist: Their work and differences and similarities between practises and disciplines.</p> <p>Develop ideas to create a final piece.</p> <p>Make links between famous artist and own work.</p> <p>Texture, colour, shape, pattern, form and space (proportion).</p> <p>Previous knowledge: Self portraits (line, texture, shading) Observational drawing (fit kids)</p>	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs <p>Basic skills to be covered alongside:</p> <ul style="list-style-type: none"> • Is aware of safety when using ICT resources and talks about this - year 1 • Know what information is conveyed by some of the icons used in computer software - year 1 • Can use the 'undo' command to fix a mistake - year 2 <p>Previous knowledge: We are games testers (toys) - Algorithms & programming on screen</p>	<p>Online safety Rules for and ways to keep physically and emotionally safe, including responsible ICT use and online safety. Recognise that they share a responsibility for keeping themselves and others safe. When to say yes, no, I'll ask or I'll tell. What constitutes and how to maintain a healthy lifestyle, e.g. physical activity and rest</p> <p>Previous knowledge - Online relationships, internet safety and harms</p>
Music		
<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Previous knowledge - Carnival and celebration music around the world (celebrations) Zoo time (Untuned instrument)</p>		