

Year 2: Coastlines

Previous learning: In this project the children will revisit positional and directional language, introduced in the Year 1 project Bright Lights, Big City and Our Wonderful World and identify physical features, size, location and position. Children also revisit keys, using the map's symbols to identify and locate significant human features. The children learn how a feature's use can change over time. Children will undertake fieldwork to identify physical and human features of a coastal town.

Sticky Knowledge

1. I can collect information using a tally chart.
2. I can use a pictogram to show results.
3. I can draw a map with a key
4. I can say why people visit the seaside

Lesson 1
Geography Driver

Physical and human features of a coastal town - trip prep

- To be able to identify the physical and human features of a seaside town.
- To be able to create tally charts to record data

Lesson 2
Geography Driver

Trip

- To be able to collect data during fieldwork activities
- To be able to complete a tally chart that shows the amount of human and physical features of a seaside town.
- To know that erosion is a physical process that involves the weathering and movement of natural materials. Erosion is caused by wind and water.

Lesson 3
Geography Driver

Pictograms to show data from the trip

- To be able to create a pictogram to display data collected during fieldwork.

Lesson 4
Geography Driver

Draw a map of the coastal seaside with a key

- To be able to draw a map of Bridlington using a key and compass points.

Lesson 5
Geography Driver

Tourism

- To be able to identify why people visit the seaside - to describe how and why people use a range of human features

Lesson 6

Journaling week

Vocabulary

Tally Chart Pictogram Map Data Harbour Compass Key Map Beach, Cliff, Cave Tourism

Local Connection

To use the local area of Bridlington a key focus

**Year 2:
Spring 2
Coastlines**

Previous learning The children revisit positional and directional language, introduced in the Year 1 project Bright Lights, Big City and Our Wonderful World and identify physical features, size, location and position. In year 1, pupils explored the countries of the UK. In this project, children revisit the map of the United Kingdom, its four countries and surrounding seas and oceans, and the four cardinal compass points. Children also revisit keys, using the map's symbols to identify and locate significant human features. The children learn how a feature's use can change over time.

Sticky Knowledge

1. Physical features of the coastline are caves, beaches and cliffs
2. Human features of the coastline are harbours, amusement arcades and lighthouses.
3. The four cardinal points on a compass are north, south, east and west.
4. A map is a picture or drawing of an area of land or sea.

Lesson 1
Geography Driver

Locating seas around The United Kingdom

- To be able to locate Hull and Whitby.
- To know that the United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.

Lesson 2
Geography Driver

Physical and human features of a coastal town (Whitby)

- To know that human features are man-made using natural and man-made materials. People use human features in different ways.
- To know that an aerial photograph can be vertical or oblique.
- To know that a physical feature is one that forms naturally, and can change over time due to weather and other forces.

Lesson 3
Geography Driver

Reading Keys

- To know that a map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

Lesson 4
Geography Driver

Devise a simple map including a key

- To be able to draw a simple map that uses symbols and a key
- To know that a key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

Lesson 5
Geography Driver

Compass points

- To know that the four cardinal points on a compass are north, south, east and west.
- To know that a route is a set of directions that can be used to get from one place to another.
- To be able to follow or create directions using a map.

Lesson 6

Journaling week

Vocabulary

Key Irish Sea Map English Channel Beach Difference Cliff Similarity Cave Human/Physical feature Tourism Aerial photograph North Sea Harbour

Local Connection

To use the local area of Bridlington a key focus

**Year 2:
Summer 1
Magnificent Monarchs**

Previous learning: In this project, children revisit historical vocabulary related to time and are introduced to new terms and concepts. Children are introduced to the concept of historical periods and learn the names of periods in British history. Children continue to build their understanding of historical sources and use royal portraits as a source of historical evidence. They revisit the Year 2 project Movers and Shakers when they first explored historical terms such as 'hierarchy' and 'kingdom'.

Sticky Knowledge

1. I know pictures, diaries, letters and artefacts tell me about the past.
2. I know what rule and power mean.
3. Artefacts are made by people
4. Elizabeth I was the daughter of Henry VIII

Lesson 1
History Driver

How do we know about the past?

- To understand that viewpoint is a person's own opinion or way of thinking about something.
- To know that artefacts are objects and things made by people rather than natural objects that provide evidence about the past.
- To be able to identify a variety of historical sources - pictures, diaries, letters and artefacts.
- To be able to examine an artefact and form historical opinions about its purpose, age and ownership.

Lesson 2
History Driver

Power and rule

- To understand that hierarchy is a way of organising people according to how important they are or were.
- Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. To know that the power of the English and British monarchy has changed over time - some monarchs had absolute power and could make their own rules and laws.
- To know that today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.

Lesson 3
History Driver

Royal Portraits

- To know that artefacts are objects and things made by people rather than natural objects. They provide evidence about the past.
- To be able to explain how Royal portraits show power and status.

Lesson 4
History Driver

Significant people - Elizabeth I

- To know that Elizabeth I was the daughter of Henry VIII
- To identify the impact of Elizabeth's actions. Important individual achievements include great discoveries and actions that have helped many people.

Lesson 5
History Driver

Significant people - Queen Victoria

- To understand the impact Queen Victoria had on British traditions and the British Empire.
- To be able to identify how significant events affect the lives of many people over a long period of time and are sometimes commemorated.

Lesson 6

Journaling week

Vocabulary

evidence portrait Queen Victoria power ruler Century past Monarch Monarchy Empire significant, hierarchy, kingdom

Local Connection

Queen Victoria Square in Hull

**Year 2:
Summer 2
Magnificent Monarchs**

Previous learning: In this project, children revisit historical vocabulary related to time and are introduced to new terms and concepts. Children are introduced to the concept of historical periods and can use a timeline to show the different periods. Children continue to learn about significant local figures.

Sticky Knowledge

1. Elizabeth II was Britain's longest reigning monarch.
2. Amy Johnson was the first woman to fly solo to Australia.
3. Amy Johnson is from Hull.
4. A timeline is used to order events.

Lesson 1	Significant people – Elizabeth II
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History Driver	<ul style="list-style-type: none"> • To know that Elizabeth II was a constitutional monarch whose role was the head of state of the United Kingdom and the Commonwealth.. • To know that Elizabeth's work included supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquet • To be able to use diamond ranking to show the impact of Elizabeth I's decisions
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Lesson 2	Comparing Elizabeth I and II
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History Driver	<ul style="list-style-type: none"> • To be able identify similarities and differences between the reigns of two monarchs • To be able to identify how life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.
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Lesson 3	Sovereign's timeline
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History Driver	<ul style="list-style-type: none"> • To be able to order the six significant sovereigns in English and British history - Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II - on a timeline. • To know that a timeline is a display of events, people or objects in chronological order and that a timeline can show different periods of time, from a few years to millions of years.
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Lesson 4	Local history - Amy Johnson
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History Driver	<ul style="list-style-type: none"> • Trip - evaluating historical artefacts and finding out facts about Amy Johnson • To understand how commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.
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Lesson 5	Local history - Amy Johnson
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History Driver	<ul style="list-style-type: none"> • To be able to produce a non chronological report about Amy Johnson • To understand that historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.
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Lesson 6	Journaling week
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Vocabulary

Queen Elizabeth II Timeline Order Amy Johnson Solo

Local Connection

Amy Johnson