Intent: What do we want our the children to learn? How do we intend to achieve this? Skills and Knowledge coverage during the Topic



#### **Skills Focus**

## **Aspirations**

#### **Life Skills**

## Independence

#### **Self Belief**

## Self **Awareness**

## **Knowledge & Understanding of The World:** Geography

Name, locate and identify the characteristics of the four countries of the UK, then focusing particularly on Northumberland.

Understand geographical similarities and differences – use geographical vocabulary to refer to key physical features and key human features.

Recognise landmarks from photographs. Use simple compass directions, locational and directional language to describe the location of features and routes on a map.

## History

Sequence photographs, artefacts in chronological order.

Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.

Compare pictures or photographs of people or events in the past.

#### Science

Plants - Know what plants need to grow and stay healthy. Describe how seeds and bulbs grow into mature plants.

Materials -Identify and name a variety of materials, describing their properties and be able to compare and group these materials using their knowledge.

## What is Northumberland famous for?

## **PSED: Living in the Wider World**

How they can contribute to the life of the classroom and school

To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) That they belong to different groups and communities such as family and school.

## **Creative Development:**

### Developing Ideas

Use a range of materials creatively to design and make products (a feature for our school garden)

#### Sculpture

Use drawing, painting and sculpture to develop and share ideas.

Develop techniques in using colour, pattern, texture, line, shape, form and space.

## **Taking Inspiration**

Find out about the life and works of some famous artists.

## **Physical Development:**

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.

## **Tech, Media, Materials:**

**End Point:** 

facts of what

for.

Produce a leaflet/booklet

Northumberland is famous

that explains some key

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. E-safety

Design, make and evaluate a feature for our school garden.

Year 2 Elder

Curiosity

**Aspirations** 

**Life Skills** 

Independence

**Self Belief** 

Self Awareness

### **Key Vocabulary**

Northumberland, Northumbrian, county, boundaries, town, city and coast England, Ireland, Scotland and Wales. Natural beauty Landscape, landmark, similar, different Chronological order Traditions, famous, achievements,

#### **Text Links:**

Yucky Worms by Vivienne French Sir Charlie Stinky Socks by Kristina Stephenson

Non – fiction texts Famous People Famous Lives: George Stephenson by Emma Fischel

Information about local famous sports people e.g Charlton brothers, Milburns

Performance poetry

# **LOTC (including Forest School, Visits and Visitors)** *FOREST SCHOOL*

To remember all safety rules for building and follow them.

To remember all safety rules for a nature hunt.

Identifying different pieces of Forest School and why they work.

Identifying defences on Northumbrian castles. (Understand the different parts of the caste and be able to label them.)

Identify different features of Autumn, what's happening and why. (Use the natural environment to make a Northumbrian Flag)

Possible visit to Woodhorn Museum to find out about life in earlier Northumberland times and also Stephenson Railway Museum.

## **Cross Curricular Maths and English Links:**

- Write a postcard from a place visited either at home or abroad.
- Prepare a questionnaire to survey a family member, asking what they think Northumberland is famous for.
- Collate their findings and present in a block graph or tally chart.
- Create a fact file of a famous Northumbrian person.
- Castles identify 2d and 3d shapes.
- Weighing ingredients for recipes of traditional Northumberland food.
- Make a leaflet or a booklet to explain what Northumberland is famous for.

## Implementation: How and when it will be taught

## Week 1:

What places do I know?

List, and using atlases locate them on a map.

Reminder that some are in the U.K and others we have named are from around the world. There may also be places we have visited on holiday. Can we find the continents these other places are in? Tell someone about the weather there and what this place is like.

## Week 2:

Where is Northumberland? Locate the county of Northumberland on a map and identify its boundaries and the places that make it up.

Think of places you have visited in Northumberland. What did you see? (landmarks) What did you do? Draw and label landmarks. If Guide post had a landmark, what would it be and why?

#### Week 3:

How did Northumberland get its name? Explore the history behind it.

What do we think Northumberland is famous for?

List ideas and investigate through research.

Questionnaire/Survey a family member and grownups at school. (What do they think Northumberland is famous for?)

## Week 6:

## **Famous Northumbrians:**

Jackie Milburn. Find out about his achievements.

Who was Jackie Milburn?

Why was he famous?

Sequence life events in order. Make links also with the Charlton brothers.

Homework – find out about another

#### Week 5:

#### **Famous Northumbrians:**

George Stephenson. Find out about his achievements.

Plan and design a new train to match modern day life.

Visit the Stephenson's Railway Museum if

#### Week 4:

Famous Northumbrians: (We will find out about some famous people connected to our county)

Landscape gardener Lancelot Capability Brown. Find out about his achievements.

Plan, design and make a garden feature for our of door area.

Implementation: How and when it will be taught

#### Week 7:

Our Great Outdoors:

#### 019/2

#### Week 8:

What was life like in Northumberland a

## Week 9:

Continue week 8

Impact: