

Y2, Spring Term – Foundation Overview (11 weeks)



Topic Overview

Assessment Criteria (Set against NC strands)

Year 3 Geography objectives:

- I can describe a place outside of Europe using geographical words
- I can name the capital cities of England, Wales, Scotland and Ireland
- I can explain how jobs may be different in other locations
- I can name the world oceans and locate them on a map

Year 3 History objectives:

- I can use words and phrases like; before, after, past, present, then and now

Assessment Criteria (In context to this unit)

Geography context

- Countries in the British Empire – focus on India
- Queen Victoria's residences
- Compare and contrast jobs in UK and India now and in Victorian times
- Which oceans surround British Empire

History context

- Chronology of Victorian times
- Where does the Victorian period fit into a time-line

I can recount the life of someone famous from Britain who lived in the past.

I can explain what they did earlier and what they did later

I can research the life of a famous person from the past using different sources of evidence.

I can answer questions using books and the internet.

KS2 Art and Design objectives

I can use charcoal, pencil and pastel to create art

I can create all of the secondary colours

I can create tints with white

I can create tones with black

I can create brown with paint

KS2 DT objectives:

I can think of a design and plan what to do next

I can join materials and components in different ways

I can choose tools and materials and explain why I have chosen them.

I can explain what went well with my work

I can explain why I have chosen specific textiles and materials

KS2 PSHE objectives:

The reign of Queen Victoria

Events during the Victoria era

The reign of Queen Victoria

What was life like for a child in Victorian times

Art and Design context

Sketch and design a Victorian toy.

Use tints, tones and mixed colours to paint Victorian toy sketch.

Design Technology context

Plan and design a Victorian toy

Make a Victorian toy

Evaluate a Victorian toy

Relationships to the wider world

-Discuss common wealth and which countries the Queen is still in charge of.

-Opportunities in first and third world countries.

-Are all children's lives the same as yours?

Opportunities to show Super Learning powers

-Resourceful – Researching Queen Victoria

-Respectful – Learning about different cultures

-Reflective – How fortunate I am in comparison to others?

-Reflective – Evaluation of Victorian toy

<p><u>Vocabulary</u> <u>Tier 2 (Words that may appear in other contexts)</u> countries, reign, continent, oceans, evaluate, design, plan, materials, research, collage, tint, tone, primary, secondary, colours, mixing, rule,</p> <p><u>Tier 3 (Words related to topic) –</u> empire, Victorian, monarch, British, Britain, Industrial Revolution</p>		<p><u>Prep/homework related tasks</u></p> <p>Bake a Victoria sponge sandwich. Research and create a collage of Victoria toys. Create a Fact File poster about Queen Victoria.</p>
<p><u>SMSC</u> -Faith and religion within British Empire countries. -Was it right for Queen Victoria to rule over so many countries?</p>	<p><u>British Values</u> -Changes in democracy for women in Victorian times.</p>	<p><u>Trips/Hooks</u> Victorian Day</p>
<p><u>Key questions</u> Who was Queen Victoria? When did she reign? Which countries did she rule? Can you name the 5 oceans? What is a continent? Can you name all UK countries including their capital cities? Can you compare jobs and vocations between the UK and India? How is life different for children now, compared to Victorian times? Can you compare and contrast Victorian and modern-day toys? How do you make the primary colours? How do you make the secondary colours? How do you make the colour brown? How do you change the tint and tone of a colour?</p>		
<p>SPRING TERM – TOPIC 1</p>	<p>Foundation Overview</p>	
<p>Week 1</p>		
<p>Monday L.O. – To ask questions about a significant historical event Context: What would you like to know about the Victorians? Why?</p>	<p>Present new topic to the children. Spend time looking at the front cover of several Victorian non-fiction texts. Collate ideas – Who do you think the Victorians were? What can you tell me about them? Note inferences on flipchart. Children complete the following activity:</p>	<p>Victorian non-fiction books What I know? What I want to know? Activity</p>