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| **History & Geography Progression Overview – Year 2** | | | | | | | |
|  | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | | Africa | Africa | Great Fire of London | Great Fire of London | Explorers | Explorers |
| Subject | | Geography | Geography | History | History | Geography | Geography/History |
| **Week 1** | Can I | Introduction lesson  **Can I name and locate Africa?** | **Can I understand similarities and differences of homes in Africa?** | Can I develop an understanding of an event beyond living memory? | Can I understand the ways in which we find out about the past? | SATS | **Can I draw a simple map and use key?** |
| Skills & Knowledge | Place knowledge  Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.    Activities  Put the word Africa up on the board, with some African pictures and play some African music.    Ask the children to work with a partner to explain what Africa is.    Children to give in their answers. What do they already know.    Teacher to guide children towards thinking that Africa is a place in the world. Show them on a globe.    How would you get there? | Watch video clips about the different types of homes in Kenya.    General intro  <https://www.bbc.co.uk/programmes/p011412d>    Introducing Nomads/Maasai huts <http://www.bbc.co.uk/learningzone/clips/building-a-home-in-kenya/4500.html>    Extra video to show other places people might live if they don’t have a home  ‘Slums’ video clip <https://www.youtube.com/watch?v=3xKbhlaqHvk>  Give groups of 3 a different dwelling to describe:  slum,  Maasai hut,  town house,  farm house  slum | Children should be able to ask and answer questions.  Activities:  Recap what the children learnt in the previous lesson- GFoL. Explain that they will become detectives for the term.  Explain what the plague is and how it was spread.  Discuss the difference between doctors now and then. What is different? Why might things have changed? Encourage talk partners and group discussions  Show them the ring of roses nursery rhyme and get them to do it in small groups. Decode the rhyme- why does it reflect what was happening at the time? | Examine use of sources  Activities  Labelling of houses and materials / features.  Watch presentations and PowerPoint slides to show the houses.  Virtual 3D map tour of the streets during the period.  Children to make a labelled poster about the houses | SATS | N.C - devise a simple map; and use and construct basic symbols in a key  Geography  - Use plan perspectives to recognise landmarks and basic human and physical features  -Devise a simple map  -Use and construct basic symbols in a key  -Use simple fieldwork and observational skills to study the geography of their school and its grounds.  Activities  Alien Alice is visiting your school from an intergalactic primary school on Mars. She wants to find out all about your school grounds to help develop their grounds back home. You will need to create a guided walk based on your own fieldwork that takes in the key features of your school.  Activities  - To complete fieldwork in the school grounds to identify key features.  - Take photographs and label key human and physical features of their school and its grounds.  - Annotate a simple map of the school. |
| **Week 2** | Can I | **Can I understand geographical similarities and differences between the UK and Africa?** | **Can I identify the similarities and differences between Africa and UK?**  Can I compare the life of children from different parts of Kenya with my life? | Can I use words and phrases to show the passing of time? | Can I identify the similarities and differences between ways of life in different periods? | SATS | **Can I draw a simple map and use a key?** |
| Skills & Knowledge | KWL grids  Identify seasonal/daily weather patterns in the UK and Africa, link this to the animals that live here and there.  Collect children’s questions on laminated cards and use on display.  Keep referring back when questions are answered  Activity  Match up the animals to their adjectives. Encourage the children to talk about why they are living in Africa and not the UK. | Children to work with a talk partner and discuss their typical day from the moment they get up to when they go to bed.  Watch the first clip about Nana’s typical day (urban Kenya)  <http://www.bbc.co.uk/learningzone/clips/life-in-urban-kenya-nanas-day/4501.html>  Talk partners: Discuss the similarities and differences to their life. Share the ideas and hopefully decide on the fact that Nana’s life is quite similar. The big difference will be the way the lessons are taught in school.    Children to work with a partner to fill in a sheet about Nana’s typical day.    Explain to the children that Nana is a rich child living in a Kenyan city. Tell them we are now going to look at the life of a poorer child who lives in the countryside. Show the clip about Evangeline (countryside).  <http://www.bbc.co.uk/learningzone/clips/rural-life-in-kenya/4499.html>    Talk partners discuss how Evangeline’s day is similar or different to Nana’s. Share the ideas.    Children to work with a partner to fill in a sheet about Evangeline’s typical day. | Find similarities and differences between ways of life in different periods  Activities:  Recap what the children learnt in the previous lesson with a quiz.  Show the children the differences between London in 1666 and now.  What is different?  Is anything the same?  What are the houses made from?- laystalls (where cattle were kept)  Show the children London now- what's different?  Demonstrate the fire and how it spread using the cardboard houses and tea lights.  <https://www.youtube.com/watch?v=Er3GKw8Z3R4> watch the video- stopping to ask the children some questions throughout. | Play a simple Rich Vs Poor game with images flashing up onto the screen.  This could depict buildings / homes / clothing / toys etc.  On each screen page, the class must hold up a RICH or POOR card.  What have we learned about things that are the same and things that are different? | SATS | N.C - devise a simple map; and use and construct basic symbols in a key  Activities (continued from last week)  -To map key features of the school grounds using photographs and a simple key.  -To use directional language to describe a given route.  Children will:  -Create a guided walk around the school which highlights the geography of their school |
| **Week 3** | Can I | **Can I name and locate the 7 continents?**    Can I find out about how people live in \_\_\_\_\_ (an African country)? | **Can I use geographical vocab to tell you about Maasai Mara and Maasai tribe?** | Can I develop an understanding of an event beyond living memory? | Can I understand the ways in which we find out about the past? | **Can I use maps, atlases and globes to label a world map?** | **Can I find out about the lives of significant people from the past?** |
| Skills & Knowledge | Geography  - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage  - Name and locate the world’s seven continents.  Activities  Activity  Give a large cut up puzzle of the world’s continents for children to build in groups.    Look at the different continents and read the names.  Explain a continent is made up of many countries.    Where is England?  What continent is it in?  Repeat with countries they are familiar with using Google Earth  Provide children with a map of continents.  Teacher to model careful observations of continents boundaries and colouring.    Using the puzzle complete maps using one colour per continent.  Label continents. | Watch a clip about the Maasai tribe people.    <http://www.bbc.co.uk/learningzone/clips/an-introduction-to-the-nomadic-masai-tribe/5906.html>    Explain to the children that we will be seeing a Maasai hut at Drusillas and we will also learn all about their lives.  Children to be divided into 6 groups.    Tell the children that we are going to see a powerpoint with lots of information about the Maasai. Explain that they will need to listen carefully because they will be answering questions about them in a “pub” style quiz at the end. | Pupils need to know and understand the history as a coherent, chronological narrative.  Activities:  Children will be acting out some of the scenes from the performance in groups.  This could be an opportunity to present the children with stills – pictures / paintings made to depict that time in history.  Opportunities to invite in theatre company or group to deliver an interactive session for the children and really bring this key event in British History to life for the class to get a first-hand feel for how it must have felt to have experienced this tragic event. | Use of primary sources  Activities  Examine extracts from Samuel Pepys diaries and interpret the meaning  What does this teach us about sources and the time in history?  What do his diaries teach us about this individual?  Why are his diary entries important? | Geography  - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage  - Name and locate the world’s seven continents and five oceans.  Activities  Take part in a world-wide mapping scavenger hunt to ‘collect’ a series of countries, continents and oceans. Can you use maps, atlases and globes to solve the clues and find your allocated locations?  - Identify and locate a series of countries, continents and oceans across the wider world using atlases.  - Understand and apply the mapping skills involved in using maps, atlases and globes. | Links to national and international achievements that have made a key impact.  Discuss how life for this individual was different to nowadays.  <https://www.twinkl.co.uk/resource/t-h-023-the-story-of-christopher-columbus> |
| **Week 4** | Can I | **Can I name and locate the 5 oceans?** | **Can I understand similarities and differences between the UK and Kenya?** | Can I develop an understanding of when this event happened?  (chronology) | Can I understand the ways in which we find out about the past? | ***Can I complete map challenges?*** | **Can I find out about the lives of significant people from the past?** |
| Skills & Knowledge | - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage  - Name and locate the world’s 5 oceans.  Activity  Name different ocean  Sing ocean song | In groups - Children create a presentation (PowerPoint, poster, presentation, song etc) explaining how UK is different from Kenya.  Use Categories e.g.  Homes  Dances  Foods  School  Animals  Anything covered over topic | Pupils need to understand events beyond living memory that are significant nationally or globally.  Activities:  Recap the order of events. Use pictures that the children drew in the previous lesson or print some out.  Children will form a human timeline.  How could the fire be prevented?  Ask children how the fire could have been prevented. What do we know now about fire safety that they didn’t know then?  What happened to the people in the city who survived?  Where did they stay?  How long did the fire last?  How big was the fire? | Use of primary sources  Activities  Examine extracts from Samuel Pepys diaries and interpret the meaning  What does this teach us about sources and the time in history? | NC  - Use simple compass directions and locational and directional language to describe the location of features and routes on a map  - Devise a simple map and use and construct basic symbols in a key.  Become a Map Master by completing a series of map challenges. Can you find hidden treasure? Or join a character on a walk through their story map? You will need to know your north from your south and your left from your right!  Children will  -Use simple compass directions (North, South, East and West) to find items and features on a map and to give directions.  -Describe the position of specific features and routes on a map using locational and directional language.  -Use simple grid references to locate features on a map.  Enrichment Activities  -Draw a simple route map using a scale of 1cm to 1m.  -Draw a map with story features and describe a route.  -Design a tourist map and leaflet with a key.  - Use directional language in the context of 2D shapes. | Links to national and international achievements that have made a key impact.  <https://www.twinkl.co.uk/resource/tp-h-012-planit-history-ks1-great-explorers-lesson-3-who-was-christopher-columbus-lesson-pack>  Look through the history of explorers in the past such as Columbus. Compare to Abubakhari II who reached America 200 years prior.  What did they know?  What did they want to find out?  What transport did they use to explore?  What tools were available to be used?  What did their discoveries do for people and their knowledge afterwards? |
| **Week 5** | Can I | **Can I use geographical vocab to talk about physical and human features of Africa?** | **Can I present similarities and differences between the UK and Kenya?** | Can I explain the national significance of this event? | Can I explain what significant changes were made after this event? | **Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features?** | **Can I find out about the lives of significant people from the past?** |
| Skills & Knowledge | Where is Africa?    Remind children to the continents map. Explain that the continent of Africa is made up of 53 countries.    Show children the clip to introduce them to Africa    <https://www.youtube.com/watch?v=Acs5Ic2RFuA>    Look at introduction to Africa PowerPoint.  Discuss what the children notice, e.g. different animals, people, life style etc.    Do you think it is the same as life in England?  Why/why not?  Children to work in 5 groups and sort photos of Africa into food, transport, houses, animals, landscapes. | ACTIVITY - Children present what they have learned and made in the last lesson.  Group work presentation | Pupils need to know and understand the history as a coherent, chronological narrative.  Activities:  The children will discuss what happened after the fire.  They will identify that the plague has been killed and London was rebuilt.  Demonstrate how London was rebuilt showing the children the differences between then and now.  Children will be encouraged to decide whether the fire had positives.  The children will work in groups and decide whether the fire was good or bad.  Compare the roles of fire officers now and then  Did this role even exist?  What makes homes and buildings survive more fires nowadays? | Understanding key events in history and answering questions about them.  Changes in periods of history over time  Activities:  Map out some of the roads and streets and buildings in being rebuilt.  Which buildings might have been built first?  How long did it take?  Were the buildings and homes built in the same ways? | Place knowledge  Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.   * finding our local area * looking at aerial photos and describing features.   Activity  Guess Who? | Links to national and international achievements that have made a key impact.  Activities:  Look through the history of explorers in the past such as Neil Armstrong and Matthew Henson (First person to reach the North Pole (1909). He was a black explorer and his achievement wasn’t recorded but the achievement of Robert Peary who got there 45 mins later and is white is recorded.  What did they know?  What did they want to find out?  What transport did they use to explore?  What tools were available to be used?  What did their discoveries do for people and their knowledge afterwards?  **History** |
| **Week 6** | Can I | **Can I use geographical vocab to talk about physical and human features of Africa?** |  | Can I use an increasing vocabulary of historical terms? | Can I ask and answer questions about a period in history? | **Can I use simple fieldwork and observational skills to explore my local area?**  Dew pond Trip | Can I compare aspects of life in different periods? |
| Skills & Knowledge | Can I tell the different between natural and man-made objects?  Look at a PowerPoint about Kenya. What can they tell you about the land? What can they see on the map?    Discuss mountains, rivers, deserts, beaches, game reserve, valley, lakes, cities, towns, villages    Show man-made and natural section on ppt. What is the difference?    What examples of man-made and natural things can you see on this photograph?    Children to work in groups of 4.    Label man-made and natural features on A3 photo. |  | Learn more about the lives of significant key figures in history  Understand historical events, people and places in their own locality  Activity  Year 2 combined lesson:  The teachers will become the 5-key people of the event.  Children will go around in groups to different people and interview them. They will need this to help them support their understanding of the key people.  They can use this in their pretend court case.  Drama opportunities | Understanding key events in history and answering questions about them.  Discuss with the class how the lessons and experiences from this particular tragedy have led to people being more informed about the safety of buildings / materials / arrangement etc  Explain that over time, the rights and safety measures of people has increased.  What precautions are taken to keep us safe from fires nowadays.  Why?  What do we now know that we didn’t before? | - use simple fieldwork and observational skills to study the geography of the local area, the key human and physical features of its surrounding environment. | Identify and understand more about the lives of significant individuals in the past who have contributed to national and international achievements  Activities:  Introduce a list of female explorers to the children that are listed through time until the present day.  Simplify but show that there is a huge increase in the number of female explorers in modern times. Please remember diversity within all representations too.  Discuss why in brief  Place some of the female explorers into an explorers timeline using their knowledge of chronology.  Include Bessie Coleman who was the first black woman to receive an international flying licence in 1920. |
| **Week 7** | Can I | **Can I use geographical vocab to talk about physical and human features of Africa?**  TRIP TO ‘AFRICA’  Can I write a recount about our class trip to Africa? |  | Can I discuss key similarities and differences between ways of life then and now? | Can I ask and answer questions about a period in history? |  | **Can I understand and identify the ways in which history is shown?** |
| Skills & Knowledge | Drama activity in Parents session.  Show the children the photos from the class trip to Africa.    Model how to write a recount.  Children to have a photo sheet with prompts.    Children to write a recount of their trip to Africa. |  | Show and understanding of key features of events.  Activities:  List the ways that London might have been different then and how it looks today. | Understanding key events in history and answering questions about them.  Children to participate in a history quiz about The Great Fire of London.  Use questions that link to all the lessons that they have covered prior to now.  True or False  Multiple Choice  Guess what this is (reveal picture of historical image) |  | Sources  Activities:  Looking closely at some of the key historical figures as learned in the previous 3 sessions, research specifically how findings were recorded.  What makes people believe what you have discovered?  Columbus – drawings / New Plants / New creatures / Maps / Seeds / Written diary entries  Armstrong – photos / Videos / Soundbites / Interview with crew |