

## Challenge Pack History in the Making

### Learning Challenge

Can I create a time capsule to share my recent experiences during 2020 and share this with other Trust Schools?



#### Hooks or memorable experiences

Time capsule found in the school field from WW2.  
Create item to place in our own time capsule and bury this on school grounds for future children to discover.

#### Public Outcome – How will this demonstrate learning?

**Create a Year 2 time capsule which includes children's work, and items that capture the difficult times we have all experienced in 2020**

#### Class texts- whole class reading, extracts, thematic books

It's OK to be different	The Story of Rama and Sita
The Colour of Me	Nativity Story
Giraffes can't Dance	'Twas the Night Before Christmas
The Colour Monster	
The Little Germ Who travelled the World	
Balloon for Grandad	
Midnight Tiger	

**Thinking and learning skills and tools** – We use Building Learning Power and some thinking organisers (like mindmaps, CAFs and PMIs) to help us be good learners. We learn how to work independently and not give up even when we face a challenge.

Collaboration  
Perseverance  
Noticing  
Empathy and Listening  
Imagination

#### Concept Questions-

Why will people remember the year of 2020 in the future?  
Why do we remember certain historical events from the past? What makes something a historical event? Who writes history down to record it? How is history recorded now? How was it recorded in the past? Can we trust that it was recorded correctly? Why might parts be different if different people wrote about the same event?  
What is diversity? Why is it important to respect others even if they are different from us?  
What is a pandemic? What is lockdown?

**Key Questions** those asked to measure understanding of pupils at key milestone points during the term

Where would you prefer to live, Smethwick or Caribbean? Why? (Geography)  
Why is helping others important to religions? What kind of things do people celebrate in their faith?(RE)  
What ideas did you have to make your design better? (Design Technology)  
Would you tell someone your real name on the internet? Why? (Computing)  
What kind of sounds or instruments would you use for a Caribbean dance? (Music)  
What kind of instruments would you use to help baby Jesus sleep in the manger? (Music)  
If the other team have the ball, what is the best way of your team winning it back? Why? (PE)  
If I'm trying to paint the skin colour on a portrait, what do I need to think about? (Art)  
Why do we still remember Mary Seacole today? (History)  
In what ways are people different? Is it ok to be different? (RHE)

Year Group	2	Term	Autumn 1 and 2	Challenge pack	History in the Making	
SUBJECT FOCUS	Children will learn about/ will know ... (Declarative knowledge)		Children will know how to... (Procedural knowledge)	Prior learning (Schemata)	Vocabulary	
Geography	<p><b>What are the 7 continents and 5 oceans of the world?</b> <i>North America, South America, Europe, Asia, Africa, Australia, Antarctica</i> <i>Atlantic, Pacific, India, Southern, Arctic</i> <i>Where did the virus come from? Which continents did it spread to first?</i></p> <p><b>What human and physical features will you find in Smethwick and Jamaica? (Caribbean - Mary Seacole)</b> <i>Physical- coast, mountain, valley, rainforest.</i> Human- compare to Smethwick – are there any? Why?</p> <p><b>What are the four compass directions?</b> North south east west</p> <p><b>What is an aerial view? What is an eye level view? How are they different? (Why is aerial view important to map makers?)</b> <i>Aerial view is taken from above to locate landmarks (human and physical)</i> <i>An eye-level view is what things look like as you see them.</i> Knows that a map key shows human and physical features on a map.</p>		<p>G 2.1a Name the continents and oceans of the world</p> <p>G 2.1 Use geographical words e.g. town, city, to describe the local area and its features and compare Smethwick to a rural Caribbean settlement.</p> <p>G 2.2 Describe features of an area using geographical terms e.g. hospital, places of worship, shops, mountains, transport, river, canal, library, motorway.</p> <p>G 2.4a Use a junior atlas to locate key places (including hot and cold places)</p> <p>G 2.4 Create a simple map using basic symbols in a key to recreate their own classroom.</p> <p>G 2.5 Following directions, starting to use north, south, east and west</p>	<p>Compare differences and similarities between local area and natural environment.</p> <p>UK and its 4 countries and seas North and South Pole, equator on a globe and map. Identify hot and cold places, as well as placing animals on a map according to where they think they live.</p>	<p>Human and Physical Feature</p> <p>Aerial photo</p> <p>Compass direction north south east west Equator</p> <p>Oceans continents countries</p> <p>Canal bridge town motorway train tracks house shops church Gurdwara park pond swimming baths school tower</p> <p>River coast mountain islands forest sea ocean valley rainforest coral reefs, tourism volcanoes</p>	
History	<p><b>Can I create a timeline of my life (including when the pandemic began)?</b></p> <p><b>What is history?</b> History is events that have happened in the past. This can be in our living memory and beyond our living memory.</p> <p><b>Why was the pandemic significant?</b> People will talk about this for many years and it will have a lasting impact on how we live.</p> <p><b>What other events in our parents and grandparents lifetimes have been significant?</b> Timeline these event – might include wars or migration of a population eg. Windrush, Sikh workers coming to Smethwick to support industry</p>		<p>2.1 Refer to historical periods as the past and use historical phrases and time periods</p> <p>2.1a Attach periods of time correctly on a timeline</p> <p>2.1b Sequence key events within a specific time period / era</p> <p>2.2 Sequence photographs from the past</p> <p>2.2a Extract information from an artefact or source</p> <p>2.3 Ask questions about what has happened in another period of time</p> <p>2.3a Use evidence from both visual and written sources to understand the past</p> <p>2.3b Ask how and why things might have happened in the past</p>	<p>Place events on a simple timeline</p> <p>Sequence some events beyond my living memory</p> <p>Ask questions about what has happened in my lifetime</p> <p>Start to ask why things might have happened in the past.</p> <p>Compare how something was different in the past to now.</p> <p>Compare how prehistoric and current animals have similar features.</p> <p>Sort animals to show which are still alive and which are extinct.</p> <p>Order animals on a timeline to show when they became extinct.</p>	<p>History, timeline, pandemic, COVID-19, significant, sequencing, information, source, artefact</p>	

	<p><b>What items (artefacts) are important to put into a time capsule to be able to understand the significance of COVID-19?</b></p> <p>Artefacts and sources that show understanding of how the world has changed and what our lives currently look like.</p>	<p>2.4 Contrast people's achievements from different times</p> <p>2.4a Compare 2 sources that show the same event to start to see similarities and differences</p> <p>2.4b Describe how a number of things (e.g. objects, an area) have changed over a period of time</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the difference between short- and long-term timescales</p>	
RE	<p><b>Who celebrates Diwali?</b> Sikhs and Hindus share the celebration but have different special people.</p> <p><b>How do Hindus and Sikhs celebrate Diwali?</b> decorating their houses, wearing special clothes and lighting divas.</p> <p><b>Why do Hindus and Sikhs celebrate Diwali?</b></p> <p>Sikhs- the story of the Guru's cloak (Guru Har Gobind)</p> <p>Hindus- the story of Rama and Sita.</p> <p><b>What is an important symbol in Hinduism, Sikhism and Christianity?</b></p> <p>Consider why Light is an important symbol.</p> <p><b>Why is Christmas important to Christians?</b> The Nativity, the birth of Jesus, good news. Christians believe Jesus is the son of God.</p> <p>Know key religious beliefs from stories</p>	<p>RE 2.2a Describe religious figures studied</p> <p>RE 2.2b Identify similarities between 2 religions.</p> <p>RE 2.3 Suggest meanings of religious symbols or objects (light)</p> <p>RE 2.3a Describe how beliefs are expressed differently</p> <p>RE 2.5 Discuss own and other's religious experiences</p> <p>RE 2.5a Describe values in their own life and others</p> <p>Learn to respect that people have different beliefs</p>	<p>Islam – five pillars, place of worship, special book, Eid. Nativity stories retold</p>	<p>Special book</p> <p>Place of worship</p> <p>Bible, Guru, Rama, Sita, Hanuman, Divas,</p> <p>Holy Sacred (adjectives linked to the Guru's cloak) Respect, faith, belonging, God, Pray, Prayer, joy, hope, peace, love</p>
Art	<p><b>Which tools and materials are best for a task? (Self-portrait)</b></p> <p>Read the Colour of Us</p> <p>Use a range of materials to create artwork and different effects. Colour mixing. Use of water colour, poster paint, fabric pens, pastels and different types of brush.</p> <p><b>What is the difference between drawing and sketching?</b></p> <p>Select a pencil type for the task and give reason for choice. Shade to create dark and light, short light strokes. Self-portraits.</p> <p><b>Can I recognise the use of symbols in art and replicate this in my own work?</b></p> <p>Paintings with rainbows used for hope. Symbolic and iconic images- what do they mean?</p>	<p>A2.2 Use charcoal (or other media) to create shade, focusing on black to white</p> <p>A12.6 Identify what they might change in their current work to improve it</p> <p>A2.3 Use different sizes of brush and work at different scales (e.g. large paper, thin brush)</p> <p>A2.1 Select ideas from a studied artist or art form to use in own work</p> <p>1.3 Mix secondary colours and shades using different types of paint.</p>	<p>Familiar with felt pens, paper, poster paint, watercolour painting, Selecting tools for a purpose. Sketching and using different materials taught in year 1 also.</p>	<p>Line, mark, thin, thick, curl, round, zigzag, dark, light, straight, detail, foreground, background, size, proportion, materials, media</p>
Design Technology	<p><b>Can I build a structure/artwork and explore how to make it stronger and more stable?</b></p> <p>properties of different materials, what makes card/paper stronger, Know a range of simple joining techniques.</p>	<p>D&amp;T 2.1 Generate ideas for a design based on other's ideas and experiences</p> <p>D&amp;T 2.1a Create a simple plan of how to make my product</p>	<p>Used their own ideas and experiences to generate a design idea.</p> <p>Choose suitable materials.</p>	<p>Join, plans, equipment, materials, improve, evaluate, craft, design, like, dislike, detail, form, present, product, masking tape, cellotape, PVA glue, pritt stick, pins, staples, split pins.</p>

	<p>How did designers help during the pandemic? – local high schools made visors, people sewed masks. Our data manager’s son designed a website that helped children stay busy</p> <p><b>How can a plan help me create a good piece of artwork?</b> Know what a plan is for, to share ideas, create templates and mock-ups.</p>	<p>D&amp;T 2.2 Describe how to join certain materials being used</p> <p>D&amp;T 2.4 Evaluate my outcome against my design identifying strengths and areas for improvement</p> <p>D&amp;T 2.4a Discuss what I like and dislike about how I made my product and what I could improve on</p>		
Music	<p><b>How can I use my voice?</b> Know the difference between singing, talking, shouting, chanting. Use voice expressively and creatively by singing songs. (Cultural/Caribbean music) Kwaheri song/Lockdown songs.</p> <p><b>How can different instruments be played?</b> Djembe Drums, steel drums.</p> <p><b>Can listen to and identify their favourite music and say why?</b> Explore a range of music genres and explain why they like/dislike it.</p> <p><b>Importance of songs to make people happy and give them hope.</b> Captain Tom – We’ll meet again- origins in WW2</p>	<p>M2.1 Sing following a melody with an awareness of pitch</p> <p>M2.1a Sing with increasing/ decreasing volume (dynamics)</p> <p>M2.4 Create repeated patterns with instruments</p> <p>2.5 Perform simple patterns or accompaniments, keeping a steady pulse</p> <p>M2.3 Play a simple rhythmic pattern on an instrument</p>	Dynamics, musical notation, performing, texture, composing and creating music.	Dynamic, loud, quiet, pitch, high, low, tempo, fast, slow, dhol, harmonium, sitar, table.
ICT and Computing	<p><b>What can I do to stay safe online?</b> Use Hector, tell an adult, only use a computer with an adult in the room, don’t give out personal information. E-safety SMART acronym for safer internet usage.</p> <p><b>How do I find information using the internet?</b> Use of the internet and google</p> <p><b>How can I save and retrieve information?</b> Know that information is saved in folders and named to be easily located and opened</p>	<p>C2.2 Save work with a name and date</p> <p>C2.4 Navigate backwards and forwards on a website</p> <p>C2.3 Collect and place information (words, pictures) in a table</p>	E-safety hector rules Retrieving media. Using a keyboard Programming a set of instructions	Icon cursor mouse screen save retrieve open keyboard computing document text image return spacebar backspace caps lock shift font copy paste delete
PSHE Corona virus Emotions Safety SCARF Link Lockdown Returning to school	<p><b>Can I label my emotions and explain why I am feeling a certain way?</b> Understand different emotions and begin to help myself feel better.</p> <p>S – Safety C – Caring A – Achievements R – Resilience F - Friendship</p>	<p>M6.1 I can identify what it means to feel safe and happy.</p> <p>M3.2 I can describe the importance of expressing emotions</p> <p>M3.3 I can explain how good values and behaviours can make someone a positive person or hero</p> <p>M4.4 I can describe the importance of forgiveness and moving forward in friendships.</p> <p>M4.3 I can describe the importance of kindness and helping a friend.</p>	Fire evacuations have been carried out in the previous years. Firework, internet – hector advice, road safety hold hands, curb awareness.	Alarm, single-file, Curb, traffic, crossing, pelican, zebra, lollipop lady/man Emotions: anger, joy, sadness, disgust, fear, surprise

PE	<p><b>What are the traditional moves of Bhangra dance?</b> Many Bhangra dance moves are informed by farming movements.</p> <p><b>What is multi-sports?</b> Explore static balancing and understand concepts of bases.</p> <p><b>What is boot camp?</b> Understand how to prepare the body for exercise.</p> <p><b>What is fitness/exercise?</b> Understanding how to look after your body so that it can work well.</p> <p><b>Why do we need to be fit?</b> Understand the benefits of being fit.</p>	<p>2.3a Participate in a game against an opposing side Develop tactics of attack and defence Begin to know how to control a ball with a stick, including pushing, dribbling and stopping. Know how to find space and push a ball into space. 2.1 Create a sequence by joining moves together</p>	<p>Created their own team games involving tactics with attacking and defending. Developed balance and agility and coordination through gymnastics. Performed dances using simple patterns and movements.</p>	<p>beat, rhythm, timing, coordination, balance, stretch, twist, flick, crouch.</p> <p>Foil, mask, jacket, breaches, lunge parry</p> <p>Agility, dribbling, pushing, space, pass, striking, tackle, foul, goal, penalty</p>
<p>Science</p> <p>Animals</p> <p>Habitats</p> <p>Basic needs</p>	<p><b>What are the basic needs of animals and living things?</b> <i>Water, food, air (and nurturing)</i></p> <p><b>Which animals are suited to certain environments (continents) and why?</b> Polar bears have fur to keep them warm in the snow.</p> <p><b>Can I construct a simple food chain?</b> Grass, cow, human. Grass, caterpillar, birds, fox.</p> <p><b>Can I explain the differences between living, dead and never alive?</b> Using The Tiger Skin Rug to explore the differences.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Identified, named and grouped a variety of common animals. Identified common animals that are carnivores, herbivores and omnivores.</p>	<p>Water, food, air, habitat, reproduce, environment, food chain, producer, consumer, predator, prey, top predator, energy, nurture, climate, natural, shelter, sorting, classify, conditions</p>