

# Curriculum Driver

## How powerful is our ocean?

Year 2 Spring Term

**Linked people of study:** Grace Darling  
Teachers choice of artist  
**Linked texts:** The Mousehole Cat by Antonia Barber  
The sound collector by Roger McGough  
Blue Planet; Life in Our Oceans and river by Moira Butterfield  
At the beach by Roland Harvey  
To the Rescue- Steven Biesty

**Trips/Visitors:** RNLI visit/ Carn Brea Trip using map skills

**Topic Composite/Finale:** Beach visit- Art Gallery, children to raise money for RNLI



### History

**Intent:** To learn about historical events, people and places. Children to understand how important the RNLI is in Cornwall and they learn about the Penlee Lifeboat disaster in 1981.

#### Skills, and Knowledge Components Focus

- Put things in order within the topic.
- Offers opinions and facts with some reasoning.
- Answer simple questions relating to the topic.
- Explore a particular event and how it affected people at the time.
- Language specific to topic (e.g. rescued)

#### Sticky Knowledge:

- Grace Darling is significant because she was an English lighthouse keeper's daughter.
- Grace is famous for participating in the rescue of the survivors of the Forfarshire shipwreck in 1838.
- Grace and her father rescued 9 people.
- Grace and her father became heroes and were awarded medals for their bravery. Grace even received £50 from Queen Victoria.
- RNLI stands for the Royal National Lifeboat Institution.
- The RNLI is a charity that saves lives at sea.
- The RNLI was founded in 1824.
- There are 237 lifeboat stations around the UK and Republic of Ireland.
- The RNLI rescues an average of 23 people every day.
- In 1981 the RNLI Penlee lifeboat 'Solomon Browne' battled to rescue the Union Star from the Cornish coast.

**Key Vocabulary:** ocean, powerful, danger, respect, protect lighthouse, rescue, lifeboat, life jacket, disaster, survivors, boat, wreck, storm, lifeguard, heroes, shipwreck, charity, timeline, events, battled

**Subject Composite:** Children to raise money for RNLI by selling products created through their art unit of work.

**Impact:** Children know how powerful the sea can be and how they can keep themselves safe around the coast. Children know that the RNLI is an important charity that rescue people on our beaches and at sea.

### Science

**Intent:** To have a good understanding of a life cycle of an animal and a human. Children know what is needed to keep themselves healthy.

#### Skills, and Knowledge Components Focus

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Gather and record data to help in answering questions
- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Use their observations and ideas to suggest answers to questions

#### Sticky Knowledge: I know...

- A life cycle is the series of changes that an animal or plant passes through from the beginning of its life until its death.
- Offspring means a person's children or animals young.
- Animals, including humans, have offspring which grow into adults.
- All animals need water, air and food to survive.
- To keep healthy, humans need:

To eat a balanced diet and healthy food  
Some exercise to keep their muscles and bones healthy  
To take medicines that are given by doctors and nurses when feeling poorly  
To keep good hygiene by washing regularly, having clean clothes, brushing teeth and hair

#### Key Vocabulary:

Back bone, balanced diet, bar chart, muscles, bones, disease, exercise, healthy, hygiene, life cycle, medicine, germs, develop, adult, life cycle, offspring, pet, pictogram, survive, energy

**Subject Composite:** Children to present an assembly on how to keep healthy.

**Impact:** Children will good make good choices as they grow. They will make healthy food choices, know the importance of keeping themselves clean.

### Geography

**Intent:** To know why maps are made and how we can read them to find places. To understand different features of a landscape.

#### Skills, and Knowledge Components Focus

- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.
- Construct basic maps using symbols in a key.
- Use maps, atlases and globes to identify the UK and selected other countries.

#### Sticky Knowledge:

- A map is a drawing of an actual place that uses lines and symbols to represent real-life objects.
- A key helps us understand map symbols.
- I know that the Atlantic Ocean surrounds Cornwall.
- An atlas is a collection of maps in one book.
- A physical feature is something that has been formed by nature.
- A human feature is something that has been made or changed by humans, e.g. bridges.
- Maps are usually drawn from an aerial view.
- Aerial photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space.
- We can look at aerial photographs to see the main physical and human features of places.
- A landmark is a building or place that is easily recognised.
- Carn Brea is a Cornish landmark.
- Godrevy lighthouse is a Cornish landmark.
- St Ives is a Cornish Landmark.

**Key Vocabulary:** key, map, aerial, photograph, plan, symbol, landmark, key, human feature, physical feature, atlas, globe, satellite image

**Subject Composite:** Children to visit Carn Brea, create a map identifying human and physical features around them.

**Impact:** Children have a greater understanding of their locality and what is around them. They can use basic maps to navigate and take pleasures from finding places they know on a map.

### DT

**Intent:** Children will design, make and evaluate a lighthouse with a hinge and a moving part using levers and sliders.

#### Skills, and Knowledge Components Focus

- Build structures and investigate how they can be made stronger, stiffer and more stable.
- Explore different ways of joining similar materials together.
- Create models with hinges.
- Explore and use levers and sliders to move part of their product.
- Say why a product is good (or not) and what job it does (and if it good / bad at this job).

#### Sticky Knowledge:

- I know that a slider is a handle that is moved left and right, or up and down to control something.
- A pivot is a fixed part that holds a lever in place as it turns.
- I know that a lever is a rigid bar which moves a pivot.
- A hinge connects two objects and lets them rotate.

**Key Vocabulary:** lever, rigid, pivot, slot, slider, flap, mechanism, model, hinge, rotate, strong, stiffer

**Subject Composite:** Design and make a lighthouse structure with moving parts.

**Impact:** Children can identify design features such as hinges, levers and sliders in everyday products that they use. They know that they can create something which has an effect.

### Art

**Intent:** Children to create drawings of Cornish landscapes and RNLI boats using different materials. Link to other artist.

#### Skills, and Knowledge Components Focus

- Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.
- Explore shading with a pencil.
- Be able to describe the similarities and differences between pieces of work by other artists.
- Work alongside an artist in order to make links to their own work.

#### Sticky Knowledge:

- I know that pastels are small sticks of different colours that are used for drawing. They can be oil or chalk based.
- I know that I can change the shade of my drawing using different pencils and techniques.

**Key Vocabulary:** chalk, oil, pastel, shading, dying, tie dye, techniques, compare

**Subject Composite:** Children will create a pastel/chalk/pencil picture using the skills they have developed this term. Children's artwork is displayed for others to view in a Year 2 gallery. Donations will be made to RNLI.

**Impact:** Children feel empowered that they can make a difference to others using the things they produce.