

Year Two Discover Autumn Term



During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

Project Launch: Religious Education Celebrations!
This project teaches us about community, identity and tradition and so we begin by exploring important celebrations in different faiths, finding out about the traditions associated with them and the way they bring faith communities together. We learn about the Muslim festival of Eid-ul-Fitr, the Jewish festival of Hanukkah and the Hindu festival of Diwali.

Art Colour: portraits
Inspired by *The Big Book of Families* by Mary Hoffman, we think about our own family and personal identity. We paint self-portraits, learning how to mix colours to create shades and tones so we can capture our own images. We learn how to draw portraits accurately and enjoy looking at each other's work.

Values Exploration Why do people leave their homes and move to new countries?
As we deepen our understanding of identity, change and community, we ask why some people leave their countries to live in new ones. We learn about the experience of immigrants by exploring the story of Paddington, finding out why he had to leave Peru, what his journey was like and what his first experiences of England were. Finding out about Paddington's story helps us to understand the stories of real people who have also made long journeys to new homes.

Project Launch

FOCUS 1

FOCUS 2

FOCUS 3

History Asking and answering questions about the past
We think about what we would want to know about an immigrant's experience of coming to England. We generate questions and develop lines of enquiry, talking to people within our school community to find out answers.

History Significant people: Floella Benjamin
We learn about the experiences Floella Benjamin had when she arrived in England, using a range of sources. We find out about the unkindness and racism she experienced and how she faced these challenges with courage. We use our knowledge to consider if coming to England was what she expected it to be.



Geography Finding out about locations: Windrush Journey
Using maps and atlases, we plot the journey of the Empire Windrush, naming and locating the world's continents and oceans. We use a range of sources to compare Kingston in Jamaica with Birmingham so that we can understand the differences immigrants to England would have noticed between the two countries.

History Important events: The Empire Windrush
We use historical sources including primary accounts and photographs to draw conclusions about what the journey to England was like for people who arrived on the Windrush.

Values Exploration How does it feel to come to a new country?
We think about how it might feel to come to a new country and what we'd hope to experience. We find out about Malala Yousafzai and her journey to England. We learn about her achievements since arriving here.



FOCUS 7

FOCUS 6

FOCUS 5

FOCUS 4



FOCUS 8

Music: Songs about the journey to Britain
We listen to some famous songs by immigrants who came to Britain. We think about what the lyrics mean and use musical vocabulary to describe our responses.

Values Exploration What would you take with you if you went to live in a new country?
Reflecting on all that we have learnt, we think about what we'd want to take with us to help us stay connected to our identities and communities. We consider how we can make sure our community is a welcoming one for people who need our help.



Art Textiles: Paddington's outfits for England
England and Peru have very different climates and Paddington, like the key figures we have learnt about, needed to adjust to the colder weather! We wonder what clothes Mr Brown might want to create as a gift for Paddington to show he is welcomed into the Brown family. We explore different fabrics in order to choose the best ones for Paddington to wear once he is here. We cut and shape fabric, decorating and embellishing it to create outfits for Paddington to enjoy wearing.

Answering the Project Question
We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

FOCUS 9

Design and Technology Food and Nutrition
We find out about the contribution Windrush immigrants made to their communities and learn about the different kinds of food that they brought with them. We taste and evaluate different ingredients, learning to follow recipes to cook savoury dishes inspired by the flavours and dishes that were brought to England.

FOCUS 10

FOCUS 11

FOCUS 12

FOCUS 13

FOCUS 14

FOCUS 15

Religious Education: Incarnation
We find out about the Nativity story and the different people who were part of these events. We find out about the special events in the Christian calendar that take place during Advent.



History Significant people: People who have impacted on modern day Britain
Mo Farah is a celebrated British athlete who is also an immigrant to this country. We find out why he came here and what his achievements have been, considering the impact of immigration on national life by finding out about this important national figure.



Values Exploration How and why does Mr Brown's attitude to Paddington change over time?
We return to our learning about Paddington to explore why Mr Brown was not very welcoming at first, and what changed his viewpoint. We think about how Mr Brown came to recognise Paddington's value and contributions to his family. We reflect on this and think about what we can learn about our own attitudes to welcoming people into our communities.

Science Materials
In this Science unit, we learn about properties of different materials and investigate how some solid materials can be changed by squashing, bending, twisting and stretching. We think about the suitability of different everyday materials for different purposes.

R.E.

How do communities change over time?