



What makes Bristol Brilliant?



L earning Journey

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A uthentic

R igoous

N ova Curriculum

Year 2

Terms 3&4

Big concept: Researching history

Overview:

This enquiry enables learners to learn about their local area of Bristol and explore why Bristol is a great city to live in. It looks at the famous Clifton Suspension Bridge created by Isambard Kingdom Brunel, the River Avon and the places it connects and other reasons why Bristol is brilliant.

Over the two terms, we will have the opportunity to visit The SSGB for a guided workshop and tour and learn more about when and how it was built and why the ship is so special. We will also learn more about maps through designing our own maps of the school. We will also be inviting grown up's in to watch a Year 2 performance showcasing why we think Bristol is brilliant.

Class texts have been chosen to enrich children's learning, encouraging children to make links with their reading and wider curriculum learning. For example, after reading 'Goram and Ghyston The Bristol Giants' by Oliver Rigby we will explore the River Avon and the different places it connects.

Learning links (previous learning):

Learning about the four countries within the UK and building on knowledge of Bristol in Victorian time period from T1/2 LOE 'What was it like to live in the Victorian times?'. Building on Year 1's Water unit where children learned about history of Bristol harbourside, Matthew & SSGB ships and John Cabot.

Celebrating diversity and inspirational People:

Isambard Kingdom Brunel
Su Williams

Launch and Landings

Launch: Make a Balloon Fiesta display.
Landing Term 3: Children will perform a show explaining what makes Bristol Brilliant.
Landing Term 4: Children with research, design and make their own Clifton Suspension Bridge.

Experiential learning opportunities:

SSGB workshop and tour.

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

History – Brilliant Bristol	DT – Materials
<p>As historians we will develop history enquiry skills and develop knowledge about the history of Bristol, including significant figure Brunel.</p> <p>What makes Bristol brilliant? (to include study of Brunel and the history of famous landmarks in Bristol. Study of local history in Shirehampton)</p> <ul style="list-style-type: none"> • Historical knowledge, chronological awareness, historical enquiry – changes in the local area, significant historical events, people and places in their own locality - Brunel and landmarks in Bristol • To develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence • Children can express how and why changes have happened within living memory. • Children can express how and why changes have happened beyond living memory. • Ask and answer relevant questions (why, what, who, how, when) related to different sources and objects and use answers to make comparisons to their own experiences (continuity and change). <p>Vocabulary - Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, Same, different, similar. Key dates: Clifton Suspension Bridge built in 1831</p>	<p>As Designers and Engineers we will create our own Clifton Suspension Bridge.</p> <ul style="list-style-type: none"> • Explain what they are making and which materials they are using. • Design products that have a clear purpose and an intended user. • Use pictures and words to convey what they want to make. • Make products, using a range of tools to cut, shape, join and finish. • Say what they like and don't like about their product and explain why. • Talk about how closely their finished product meets their design criteria. • Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels. • Use materials to practise drilling, screwing, nailing and gluing to strengthen products. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Vocabulary: materials, design, purpose, user, tools, cut, shape, join, finish, criteria, like/dislike</p>
Geography	Art – Textiles/ Collage
<p>As geographers we will develop our geography knowledge of maps, atlases and globes to identify countries and cities within the UK</p> <ul style="list-style-type: none"> • Children use maps, atlases and globes to name and locate of countries and cities within the UK. Where is Bristol? • Children use maps, atlases and globes to name and locate oceans and seas around the UK. Where is Bristol? • Use coordinates and a key • Children describe human and physical features of familiar environments. • What are Bristol's landmarks and traditional tales? Experience: SSGB 	<p>As Artists we will create landscape paintings linked to Bristol.</p> <ul style="list-style-type: none"> • Discuss landscape paintings and techniques used by a range of artists • Learn about and create a colour wheel https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/ • Experiment with colour mixing using watercolour paint • Explore the properties of different types of paint when colour mixing • Experiment with different brushes and painting tools • Experiment with tone to show 3D objects

<ul style="list-style-type: none"> Exploring materials – looking at which materials may have been used to build Bristol. <p>Vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, natural, man-made, sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper</p> <p>Additional Year 2 Vocabulary: culture, language, religion, development (standard of living), education, employment</p>	<p>Key Artists: Su Williams, Susie Ramsay, Sarah Flo, Van Gough, Monet</p> <p>End piece: plan a local landscape painting using taught techniques in colour, tone and texture</p>
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Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts:</p> <p>Term 3:</p> <ul style="list-style-type: none"> Fortunately the Milk by Neil Gaiman Sophie’s Sprite Adventure Tin Forest by Helen Ward and Wayne Anderson Goram and Ghyston the Bristol Giants by Oliver Rigby <p>Term 4:</p> <ul style="list-style-type: none"> Cat, Bramble and Heron by Pamela Grant Should they hire a Monster? Emily Brown and The Thing by Cressida Cowell and Neal Layton <p>As writers we will:</p> <ul style="list-style-type: none"> Write meeting tales about sprites Writing reports about mythical creatures Writing finding tales Write discussions about hiring a monster 	<ul style="list-style-type: none"> Money Multiplication and Division Length and Height Mass, Capacity and Temperature Fluency – Addition, Subtraction and Times Tables <hr/> <p>Cross curricular writing in LOE books:</p> <ul style="list-style-type: none"> First person recount of our trip and experience. DT evaluations.

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
As fit and healthy citizens we will develop skills in: <ul style="list-style-type: none"> • Yoga • Trigolf 	As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme: <ul style="list-style-type: none"> • Unit 2: Water – composition
Computing	PSHE
In computing we will develop skills through Teach Computing scheme: <ul style="list-style-type: none"> • Term 3 – Making Music • Term 4 - Pictograms 	As fit and healthy citizens we will develop our knowledge through SCARF scheme: <ul style="list-style-type: none"> • Term 3 - Keeping Safe • Term 4 – Rights and Respect
RE	Science (taught through PPA):
As philosophers we will explore the question: RE enquiry- What can we learn from sacred books? (Koran, Bible) Islam and Christianity	Famous Scientists Plants (Plus Year 1 objectives)