

Theme: Save our Planet Year: 2/3 Main concepts: History and Art/DT

What should children already know?

Children should be able to:
History
 Use vocabulary to talk about the passing of time.
 Some awareness of decades/centuries.
 Awareness of different sources of evidence, questioning reliability.
 Recognise similarities and differences from past to their life.
 Recognise why things happened and how things changed.
Art/DT
 Build structures, exploring how they can be made stronger, stiffer and more stable.
 Select from and use a wide range of materials and components, according to their characteristics.
 Use a range of materials creatively to design and make products.
 Use drawing and painting to develop and share their ideas, experiences and imagination.

What will the children learn?
 By the end of this topic the children should be able to:

- understand historical concepts such as continuity and change, similarity, difference and significance.
- know and understand how people’s lives have shaped this nation.
- events beyond living memory that are significant nationally or globally – The First Flight.
- the lives of significant individuals in the past who have contributed to national and international achievements (Da Vinci and The Wright Brothers).
- develop a chronologically secure knowledge and understanding of British, local and world history
- design purposeful, functional, appealing products for themselves
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately
- select from and use a wide range of materials and components, including construction materials, textiles

Key vocabulary

inventor	Chronological	Long ago	Sources of evidence	design					
inventions	innovations	Centuries	Reliable/unreliable	evaluate					
Genius	Engineer	Decades	Realism	Technical drawings					
significant	Renaissance	modern	portraiture	mechanism					

Historical skills

Chronological understanding
 Use dates and terms related to inventions and use of passing of time vocabulary.
 Sequence several events (inventions)
Range and depth of historical knowledge
 Recognise why people did things, why events happened and what happened as a result.
 Identify differences between ways of life at different times and compare with our life today.
Interpretations of history
 Distinguish between different sources – compare different versions of the same story.
Historical enquiry
 Select and record information relevant to the study.
 Begin to use the library and internet for research

Art/DT skills

Design purposeful, functional, appealing product.
 Select from and use a wide range of materials and components, according to their characteristics.
 Evaluate ideas and products against design criteria.
 Explore and use mechanisms in their products.

Transferable skills

During this theme, children will continue to develop and expand their use of the following transferable skills:
Personal Effectiveness
 *Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)
 *Resilience (including self-motivation, perseverance and adaptability)
 *Self-regulation (including promotion of a positive growth mindset and managing emotions and impulses)
 *Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence
 *Recalling and applying knowledge creatively and in new situations
Interpersonal and Social Effectiveness
 *Empathy and compassion (including impact on decision making and behaviour)
 *Respect for others’ right to their own beliefs, values and opinions
 *Teamworking
 *Leadership skills
Managing Risk and Decision Making (integral to above)
 *Identification, assessment and management of positive and negative risk to self and others
 *Formulating questions (as part of enquiring approach to learning and assessing value of information)
 *Identify links between values and beliefs, decisions and actions
 *Making decisions
 (Essential skills and attributes taken from the PHSE Association POS 2017)

English curriculum links

Instruction writing – how to make a kite
 Stories based on Genius, ‘Leonardo Da Vinci’.

Mathematics curriculum links

Geometry – shapes of kites.
 Statistics – collecting data.

PHSE & Values

PSHE – Change (transitions), Working Collaboratively, Recognise and Respond to others’ feelings, how actions affect themselves and others
 Values – Courage and Forgiveness.

RE Links

Links to The Last Supper (Da Vinci’s artwork).

Computing

Researching information about Inventors/inventions.

Science

Uses of materials – linking to materials used for kites/parachutes.
 Parts of animals – Da Vinci’s drawings of people.

Geography

Countries and continents- Locate countries in Europe
 – Where Da Vinci was born/lived/died.
 – linking to the Wright Brothers

