



# Hazelbury Learning Quest

## The Future is Us

Year 2	How has London evolved?
 	<p><b>Intent</b> The aim is for children to understand the history of the current London landscape and how it has evolved throughout history. By studying the Great Fire of London, the aim is for children to understand the legacy of the fire on London's landscape whilst also delving into the impact on the history of the nation. The children will understand how architectural decisions made by people in the past, who were looking to solidify their legacy in London's landscape, is the reason that many landmarks stand today.</p> <p><b>Implementation</b> In <b>history</b>, in Spring One, pupils will learn about the events in the Great Fire of London and its impact on London today. Children will develop an understanding of Samuel Pepys and his experience of fire through looking at his infamous diary and asking questions in order to challenge the historical evidence. They will use a variety of primary and secondary sources of evidence consider the ways in which Britain and London was changed and rebuilt after the Great Fire. In Spring Two, children will deepen their understanding of the longstanding legacy of the fire and study the historical development of famous landmarks in London, including the Monument and the Shard and create timelines to illustrate this, using dates to develop their chronological understanding. They will gain an in-depth understanding of monarchy and parliament through learning about the Houses of Parliament and Buckingham Palace. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.</p> <p>In <b>D&amp;T</b>, pupils will explore design and create their own landmark which is strong, stiff and stable. The pupils will be focussing on using their construction skills and investigating different mechanisms.</p> <p>During <b>music</b> lessons, children will be singing and playing together in an ensemble to the rock song "I Wanna Play in a Band". As well as learning to sing and play, children will have opportunities to improvise, compose, listen and appraise classic rock songs.</p> <p><b>Impact</b> Children will have gained historical observational skills through looking at a variety of sources such as photographs, maps, diary entries and illustrations. They will understand the significance of the Great Fire of London nationally and how this has impacted the London in which they live today.</p>

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### Hazelbury Value – Collaboration and Resilience

Children will be encouraged and praised for demonstrating collaboration and resilience during their learning across the curriculum. Children will also learn about collaboration and resilience during their family assemblies.

### Citizenship Focus (PSHCE)

**Spring 1- Digital Me:** *How do we keep safe in different places?*

#### Relationship Education:

Children will consider online relationships and appreciate that people sometimes behave differently online, including by pretending to be someone they are not. They will learn about how to respond to adults that they may encounter (online and in all contexts.)

#### Health Education:

Children will understand that there are benefits of the Internet, but that safety and potential harms must be considered. They will learn how to report concerns online and about why there are age restrictions on social media.

**Spring 2- Changing Me:** *Are boys and girls the same?*

#### Relationship Education:

Children will develop their understanding of how to form respectful friendships and how destructive stereotyping can be. They will learn about the importance of respecting others, even when they are very different from themselves.

#### Health Education:

Pupils will understand the physical differences between boys and girls.

### UNCRC Articles

**Best interests of the child (Article 3)** - The best interests of the child must be a top priority in all decisions and actions that affect children regarding safe use of the internet in PSHCE.

**Setting up or joining groups (Article 15)** – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Mutual Respect:** This will be encouraged through ongoing discussions about the Hazelbury value of collaboration.

### Engage, Enrich, Experience

**Trip – London Landmark Experience** – Pupils will visit central London and visit a variety of the key London landmarks.

### Digital Learning

**Spring 1 - Robot algorithms:** This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will

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also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

**Spring 2 – Pictograms** - Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

### Writing across the curriculum

Fact files on London landmarks, diary writing on a visit to London and the Great Fire of London from the perspective of Samuel Pepys.

**Subjects covered:** History, DT and Music

### National and School curriculum

History	DT	Music	Science
<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and to find answers to questions about the past.</li> <li>Ask questions such as: Why? What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented</li> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer. (Use dates where appropriate.)</li> <li>Describe historical events.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To be taught about the work of Horace Jones, describing the differences and similarities between different practices and disciplines in bridge design.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Classify materials</b></p> <ul style="list-style-type: none"> <li>Make suggestions about alternative materials for a purpose that are both suitable and unsuitable</li> <li>Test the properties of materials for particular uses</li> </ul>