



## Trailblazers

Year 2 | Autumn 1

CURRICULUM SPOTLIGHT: HISTORY | GEOGRAPHY | PRE

### ENQUIRY

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What makes a trailblazer?

### OUTCOMES

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Monument design with commemorative plaque

### VOCABULARY

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History: trailblazer, activist, artist, explorer, scientist, monarch, monument, statue, plaque, commemorate, source, chronological, memorial, suffragette, palaeontologist, fossil,

### KEY TEXTS

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- Fantastically Great Women who Changed the World by Kate Pankhurst
- 100 People Who Made History: Meet the People Who Shaped the Modern World by DK

### BACKGROUND KNOWLEDGE

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- Britannica (2022) People known for... <https://www.britannica.com/biographies/history/pioneer>
- Historical Association: To Boldly Go- Exploring the Explorers: <https://www.history.org.uk/primary/categories/671/resource/9467/to-boldly-go-exploring-the-explorers>

### RESOURCES

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Images, timelines, stories, historical sources, photos of monuments and statues

CORE CURRICULUM LEARNING OUTCOMES

English	Mathematics	Physical Education	Art
<p><b>Grammar</b> - Use sentences with different forms: statement, question, exclamation, command</p> <p><b>Text types</b> - Non-traditional narrative - Double page spread</p> <p>The 3 Little Wolves and The Bad Pig The True Story of the 3 Little Pigs</p>	<p><b>Place value up to 100</b> Review of counting in 10s Partitioning and recognising tens and ones</p>	<p><b>Personal skills</b> Coordination – Footwork Static balance- one leg</p>	<p><b>Drawing</b> - Draw experiences and feelings - Sketch to make records - Begin to control marks made with different media</p> <p><b>Colour and painting</b> - Begin use a range of paint and discuss why some are more suited to particular painting styles - Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. - Explore use of colour, light and shadow to create powerful effects</p>
Phonics	History	Science	
<p>Unit 27 /ae/ great, break, steak</p> <p>Unit 28 /d/ {and /ue/ beautiful – CEW)</p> <p>Unit 29 /ee/ people, even, people, money</p>	<p>Historical Interpretation Understanding how significant people have paved the way for change. Understanding that the past can be understood and interpreted differently by different people.</p> <p>Topic Knowledge: Know about the lives of significant people and what they did. compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison</p> <p>Substantive concepts: Commemoration, Timelines, Chronology, Technology, Equality, Women’s rights</p>	<p>2.4a• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 2.4b• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	
PSHCE	Religious Education	Music	
<p>Rights, Rules and Responsibilities</p>	<ul style="list-style-type: none"> <li>- Explore the theme of kindness</li> <li>- Learn the story of the Good Samaritan</li> <li>- Learn the story of the Paralysed Man</li> <li>- Assess whether it is possible to be kind all the time</li> <li>- Consider what kindness is and express this in poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Play tuned and untuned instruments musically</li> </ul>	

