



Our City

Year 2

4 weeks



Question?

What is special about Liverpool?
How did it become a city?

Overview

The children will learn about their own home city of Liverpool, its' location in the British Isles and how it became prosperous

Engagement

The children can ask their family of their experiences of Liverpool, if they can tell them about the history and famous landmarks and events of the city.

Key Vocabulary

Liverpool, King, Royal Charter, investigate, River Mersey, Beatles, slave, trade, Bungalow semi-detached flats home house human physical terraced Compass North South East West settlement urban rural map Sketch, tone, proportion, shape, detail outline, structure
Tempo Drone Rhythm Beat
Dynamics Melody Timbre/texture Duration
Architect, skyline, waterfront, construction, adapt and modify.

Curriculum spotlight

Art & Design

When drawing a picture of the Liverpool landscape the children will focus on proportion and line.

They will develop blending skills when using watercolour paints.

Geography

Children will record and explore features of their local area and make a map of their locality.

Children are to recall walks around the locality using geographical language.

History

The children will learn that Liverpool became important because of King John's charter and how the city got its' name. The children will learn about the impact of the city on the slave trade. Children will recognise and name historical buildings in Liverpool.

Music

Children will rehearse and perform a descriptive music piece in two groups using voices and instruments.

We will listen to some Beatles recordings and learn to analyse the songs.

DT

Children will design and make a model village of the Liverpool waterfront skyline.

Computing, English, Maths, PE, PSHE, RE & Science learning is not linked to our topics but is taught alongside them.

Sudley Infant School Year 2 Planning – Our City

Topic – Our City	Subject – Art and Design	Duration – 3 weeks	Pupil Assessment – Use line to create different textured effects.
Learning objectives	Learning activities	Learning outcomes	
Draw a picture focussing on proportion and line.	Look at photographs of the Liver Building. Talk about the shapes that make up the main structure and details e.g. windows. On watercolour paper: Teacher sketches out each main section bit by bit as children follow along. Discuss the proportions. (Use the example by Ian Fennelly). Add in wavy lines at the side to suggest the water in the background. .	Sketch the outline and main shapes of a building.	Pupils not meeting learning objectives
Develop blending skills when using watercolour paints.	Look at paintings of local buildings by Ian Fennelly. Discuss his use of colour: often unrealistic and abstract. Give the children a scrap piece of paper to practise blending watercolour paints. Children use lots of water to blend any colours that they like together on the Liver Building. Encourage them to use a range of colours and to keep adding water to their brush.	Add colour to the building using watercolour paints.	Pupils exceeding the learning objectives
Emphasize the outline and details in a drawing.	Once the watercolour painting has dried use black fine liner pens to go over the pencil lines and to add in extra detail: patterns in windows, clock etc. Evaluate: Children write about/ talk about what they like about their painting and what they think they could do to make it even better.	Add details to the building using pen. Evaluate art work through discussion.	Comments-
Extension tasks/discussion/questions – What are the main shapes that you can see inside the structure/building? Draw a new building using your imagination.		Vocabulary to be developed- Sketch tone, Proportion shape, Detail outline, Structure	

Sudley Infant School Year 2 Planning – Our City

Topic: Our City	Subject area: Geography	Duration: 3 weeks	Pupil Assessment – Children can explore and record features of their local area
Learning objectives	Learning activities	Learning outcomes	Pupils not meeting learning objectives
<p>1 Use fieldwork to identify and record the main features of the local area</p> <p>2. Describe the local area and discuss</p> <p>3 I can use what I found out about the local area to write a recount of my journey</p> <p>4 -</p>	<p>Discuss what they may see n a local fieldtrip. Discuss the journey on Google Street View. Show a compass. Discuss safety. Go to Aigburth Road past shops etc.</p> <p>Children to have a Scavenger Hunt sheet with pencils and clipboards (All use the same hunt or have different groups with different sheets. If whole class do Number 1)</p> <p><u>Teachers-KS1 activities-local area – Scavenger hunt.</u></p> <p>Use a compass when out to discuss which way is North / South etc. Continue to use positional language.</p> <p>Discuss findings. What human and physical features did they see? What kinds of homes and houses were there? What do I like best in the area? What would I change? What if everyone’s house looked the same?</p> <p>Recap the journey, placing the main features in order. Write an individual recount of the journey.</p>	<p>Children can record and explore features of their local area</p> <p style="color: red;">Children will use compasses on playground, looking at directions to the city. Explore the playground with them then complete worksheet in class.</p> <p>Children to recall their fieldtrip using geographical language</p> <p>Children can use what they have found out about the local area to</p>	<p style="color: red;">Pupils not meeting learning objectives</p> <p style="color: green;">Pupils exceeding the learning objectives</p> <p>Comments-</p>

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<p>Create a map of the local area</p>	<p>-What did I see? / When I closed my eyes what could I hear/smell?</p> <p>Recap the fieldwork and the main features that they saw. List on a sheet. What showed up on the online aerial view? Children select a human or physical feature and recreate it as a 3D image. Place objects on. Create a messy map. Consider map symbols and a key to be used.</p>	<p>write a recount of their journey.</p> <p>Children can work with others to make a map of the local area</p>	
<p>Extension tasks/discussion/questions Read information about Liverpool, looking at different landmarks,</p>		<p>Vocabulary to be developed Bungalow semi-detached feature flats home house human physical terraced Compass North South East West settlement urban rural map</p>	

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<p>NC aim: gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> <p>To know significant historical events, people and places in their own locality</p> <p>NC Attainment: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>		
<p>Extension tasks/discussion/questions Make a list of other famous figures from Liverpool</p>	<p>Vocabulary to be developed Liverpool, King, Royal Charter, investigate, River Mersey, Beatles, slave, trade, trading, port, bought, sold, owned, owners, world famous, popular, wealthy.</p>	
<p>Topic – Our City</p>	<p>Curriculum Area: DT</p>	<p>Pupil Assessment – To design new building in Liverpool Skyline.</p>

