



Beacon Curriculum Year 2



	5 weeks	1 week		2 weeks	2 x 5 weeks or 1x 10 week		1 week	2 x 5 weeks or 1x 10 week	
2	What makes Neil Armstrong, Amelia Earhart and Valentina Tereshkova so important in history?	Church service Harvest around the world	How do Cumbria and Kenya compare culturally and geographically?	Christmas performance	How have significant women paved the way for all other women in history?	How can we maintain a healthy lifestyle?	Easter and the community	Why are certain landmarks so famous across the world?	How has Beatrix Potter contributed to the Lake District?



Y2 A1 What makes Neil Armstrong, Amelia Earhart and Valentina Tereshkova so important in history?

Key subjects leading learning

- **History:** Key events in history

Key Text

Man on the moon by
Simon Bartram

What are the key learning threads? This project will focus on the **people** famous in the aviation industry for being the first to do something and re-writing history and to challenge gender stereotypes – Valentina Tereshkova – First (and youngest) woman to have flown in space 1963; Amelia Earhart – First woman to cross the Atlantic in 1932 and Neil Armstrong, first man on the moon 1969. Each of these people achieved magnificent feats and these areas in which they were carried out will be key **places** of study throughout – Atlantic, Pacific, Russia, America, Britain – airfields, airports, USSR rocket launch and NASA sites. These three “game changers” will be the catalyst for so much discussion showing anything is possible – focussing on how they have changed the world for the better and the values and characteristics they showed in order to achieve this. It will also highlight human **innovation** to overcome significant barriers.

How will our Christian Values be explored?

The values that will be explored during this project will include **faith, courage** and **hope**. Children will appreciate how individuals historically and in the modern day in this field must have **faith** in themselves, the science behind their profession and possibly a religious faith also. Learning will explore how **courage** is essential for jobs where uncertainty is prominent and children will consider how this may affect life decisions and the families of individuals. Finally, children will consider developments within aeronautics and how future progress can be made while protecting the environment, highlighting **hope**.

What will the focus be for children’s learning? This project will introduce the children to three incredibly inspirational people who have changed history demonstrating courage hope and determination. They will build up their knowledge of chronology through placing these events on a timeline and compare with learning in Year 1 (Toys and famous artists). Children will look at a variety of sources of information including photographs, news coverage, newspapers and begin to discuss reliability of evidence. The children will continue this theme within English writing their own adventure story into space and then a factual report about Neil Armstrong and the Moon landing. Within Design and Technology, the children will have opportunity to make their own aeroplane with moving parts using levers and sliders.

Subjects linked to the project learning

Science: Use of every day materials

Design and Tech: Mechanisms Levers and sliders – building an aeroplane with moving parts

English – Historical report – First moon landing

Subjects taught discretely in this project

PE- Ball handling skills and gymnastics,

Computing- Information technology

RE- Why do Christians/Jews celebrate harvest?

PSHE- Me and my Relationships

Music- Hands, Feet, Heart Exploring African Music

Science- Famous inventors of different materials-
John MacAdam and John Dunlop

Enhancing Learning

Online resources, podcasts and the virtual Science Museum will enhance learning as well as a visit to Solway Aviation Museum. We will also have a visit from an ex RAF Navigator who will give children an insight into his world.

Learning about inspirational people at home. Children talk about, write about, draw people who are inspirational to them. A teacher, a footballer, singer etc. If the person is famous, try to find articles about them or information on the internet. Why might people find them inspirational? Visit Macadam way in Penrith – named after the inventor of Tarmac!

Y2 A2 How do Cumbria and Kenya compare culturally and geographically?

Key subjects leading learning

- **Geography:** Human and physical geography of local and non-Europe

Key Text

Stories from other cultures – Mama Panya's Pancakes: A

What are the key learning threads?

This project will focus on comparing two wonderful and diverse **places** - Penrith and Kenya. This will help them have a deeper understanding of their own locality but also introduces them to a country that has significant differences and how this affects **people**. The project will challenge stereotypical views of African countries by highlighting similarities as well as differences. Key **places** within the project include the Maasai Mara, Mount Kenya and Great Rift Valley. Children will directly compare and contrast these with the local geography the Eden Valley and mountains in the Lake District. The children will also learn about famous artist Max Ernst, who used the technique "frottage" within his work.

How will our Christian Values be explored?

During this project, children will focus on **compassion** particularly considering different ways of life and understanding the similarities and differences of people in different places as well as protection of the environment and animals. **Joy** will also feature as children will further appreciate the beauty and diversity of God's creation in the environment and animals. Children will also focus on opportunities to travel and visit different places around the world that offer new things to enjoy and how we balance this with protecting the environment.

What will the focus be for children's learning?

Children will extend their learning in Year 1 from agriculture in Cumbria and Egypt and use this as a starting point to explore in more depth. The children will compare Kenya and Penrith and again explore key terminology such as climate, agriculture and coast building on learning from Reception. They will build on the work in the previous learning about race and equality and explore the similarities and differences in culture between Kenya and Penrith. Children will learn about the big 5 animals and also focus in on endangered animals and discuss poaching. This will lead into work about conversation within outdoor learning. The children will learn dance as part of their PE and will get an opportunity to compare the dancing they are learning to that of traditional Kenyan dancing.

Subjects linked to the project learning

Science: Living things and their habitats, animals including humans

Race and equality: Understanding and respect for other cultures and their traditions

Art: make printing block and produce animal printed wallpaper.

Subjects taught discretely in this project

PE-Passing, throwing and catching and Dance

Outdoor learning- Conservation of plants and poaching

RE- What are the messages of Christmas?

PSHE- Valuing difference

Music- Ho Ho Ho- Exploring Christmas Music

Enhancing Learning

Children will visit Lakeland Wildlife Park as well as participate in a virtual safari experience in school. Navigating a trail through Thacka Beck to get an understanding of our local area. The children will also have a virtual safari learning experience.

Learning about Kenya at home – children research animals from Kenya they may wish to find out how many are left in the wild. Have a look on the internet for virtual zoo tours or you may even visit the zoo with your family. Have a look at some African animal prints and try and recreate this using pencil crayon or paints.

