

### Key Questions:

Why do people go on holiday?  
When did people start going on holiday?  
Why did people go on holiday in the past?  
Where did people go on holiday?  
How did people travel?  
What did people take on holiday?  
Where do people go on holiday now?  
What is the coast?  
What coastal towns can you name and locate?  
What human and physical features can you find in coastal towns?  
What human and physical features can you find in your local area?  
How is your local area similar or different to Southend-on-Sea?

### **Related Texts**

**Victorian Seaside Holidays (Life in the Past)**

by Mandy Ro

**Seaside Holidays Then and Now (Beside the Seaside)** by Clare Hibbert

**The Seaside (Info Buzz: History)** Paperback – by Izzi Howell

**Allen & Unwin At the Beach: Postcards from Crabby Spit: 1** (ROLAND HARVEY AUSTRALIAN HOLIDAYS) by Roland Harvey

**Seaside Holidays Then and Now** (Beside the Seaside) by Clare Hibbert

**Exploring Coasts** (Exploring Habitats with Benjamin Blog and His Inquisitive Do) by Anita Ganeri

**Let's Explore Britain: Coasts** by James Nixon

### **DESIGN AND TECHNOLOGY**

#### **COOKING AND NUTRITION**

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

#### **DESIGN**

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

#### **MAKE**

Select from and use a range of tools and equipment to perform practical tasks.

#### **EVALUATE**

Evaluate their ideas and products against design criteria.



## Year 2 Summer Term

### VICTORIANS AND COASTS



#### HISTORY

##### **Chronological understanding:**

- To know about the past
- To use vocabulary linked with the passing of time

##### **Knowledge and understanding of events, people and changes:**

- Use a wide of historical vocabulary
- To use stories and sources to understand key features of events

##### **Historical Interpretation:**

- Understand and interpret different types of research and how it is presented

##### **Historical Enquiry:**

- Ask and answer simple questions about events in the past

##### **Events beyond living memory that are significant nationally/ globally - Victorian Holidays**

#### GEOGRAPHY

##### **Geographical Skills and Fieldwork:**

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

##### **Place Knowledge:**

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

##### **Locational Knowledge:**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

##### **Human and Physical Geography:**

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### **SCIENCE**

##### **PLANTS**

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Use the local environment throughout the year to observe how different plants grow.

Be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.

##### **Work scientifically by:**

Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth

Setting up a comparative test to show that plants need light and water to stay healthy.

#### **ART & DESIGN**

Produce creative work, exploring ideas and recording experiences.

Evaluate and analyse creative works using the language of art, craft and designs.

Use a range of materials creatively to design and make products.

Develop a wide range of art and design techniques in using visual and tactile elements, including colour, pattern, texture, line, shape, form and space.

##### **DRAWING**

Become proficient in drawing

Use drawing to develop and share their ideas, experiences and imagination

Experiment with graphic tools to find a range of effects with each one.

Experiment with space, line and form.

Draw using a range of materials and surfaces in response to a stimulus.

##### **PAINTING**

Become proficient in painting

Use painting to develop and share their ideas, experiences and imagination

Develop an awareness of the variety and quantities of colour in the environment.

Extend vocabulary of colour, linking colours to items.