


Title: This is Yorkshire		Year: 2
		Duration: 5-6 weeks + 2 weeks (linked Art unit- Sculpture: Yorkshire Sculpture Park)
Teaching Ideas	Subject	National Curriculum Objectives
<ul style="list-style-type: none"> • Geography of the school- Use i-pads to take photographs of human and physical features around school. Create maps of the school, explore bird's eye view/aerial photographs. • Geography of the local area (Darton, Worsbrough, Darfield, Hoyland, town centre)- Take the children for a walk around their immediate local area. Take photographs. Use photographs to help children to create a large scale map of the local area. Children to learn about basic map symbols (e.g. church, post office, bridge) and place these alongside photographs on their map. • Groups within class to investigate contrasting areas/regions within Yorkshire (e.g Coastal towns/villages- Filey/Whitby, large cities- Leeds/Sheffield, York/ Ripon, towns- Harrogate, small villages- Goathland/ Helmsley etc). Locate these on a map and use simple maps and photos to learn about what they are like and how they are similar/ different with your own local area. • Children will need to develop an understanding of where Barnsley and Yorkshire are located within the UK. • Focus on a significant historical event/person or place within local history (e.g. Barnsley market, Worsbrough Mill, Cannon Hall, the Spencers, Wentworth, Sheffield Steel works, Elsecar, Castle Howard, Brodsworth Hall, Harewood House but not Coal Mining – covered in Year 5) Investigate what happened there, what impact this person/family have on the area, how has this place changed/remained the same? http://www.yorkshire.com/what-to-do/heritage Invite local residents in to talk about changes or what things used to be like. <p><i>Throughout the topic, build up a 'This is Yorkshire fact box' (photos, letters etc) about different and contrasting localities in Yorkshire (Filey, Leeds, the Yorkshire Moors etc) to share with children from another school. Send parcel to another school to be looked at so that they can learn about a different place in Barnsley and a different historical place/person.</i></p> <p>End – Box could be buried as a time capsule for future generations to learn about your local area.</p> <p>LINKED TO ART UNIT- Sculpture: Yorkshire Sculpture Park (2 weeks)For details see art curriculum document</p> <p>POSSIBLE LITERACY UNITS: Information books Letters / email writing Instructions Novels written by local authors (e.g. Anthony Browne, Gervaise Phinn, Hilary Robinson, Penny Dolan) Class Novel – Farmer Duck (see National Story Telling site for other local stories and authors)</p>	History Geography Computing	<p>G – name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>G – use basic geographical vocabulary to refer to key physical features, inclu. Forest, hill, valley</p> <p>G - use basic geographical vocabulary to refer to key human features, inclu. City, town, village, factory, farm, house, office</p> <p>G – use simple compass directions (N, S, E and W) and locational and directional language (e.g. near and far, left and right), to describe the location of features and routes on a map</p> <p>G – use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>G – devise a simple map and use and construct basic symbols in a key</p> <p>G – 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</p> <p>H – significant historical events, people and places in their own locality</p> <p>H – understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Comp – use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

Teaching ideas.	Focus	Artist	National Curriculum objectives.
<p>Pupils should learn about and could visit Yorkshire Sculpture Park to start the topic or receive a visit from a local artist/sculptor.</p> <p>Pupils should learn about the work of a famous sculptor. Claes Oldenburg enlarges everyday items. Children could make models of small everyday items. Use and experiment with different modeling materials. Take photographs of the models and manipulate these e.g. changing colour, line etc.</p>  <p>Literacy links</p> <ul style="list-style-type: none"> • Haiku and cinquains poetry. • Explanations - how to use a familiar object. 	<p>Sculptures</p>	<p>Claes Oldenburg</p>	<p>A and D</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share ideas, experiences and imagination. - to develop a wide range of art and design techniques using colour, pattern, texture, shape, form and space. - to use sculpture to develop and share ideas, experiences and imagination. <p>Focus Key Skills Objectives</p> <p>L1</p> <ul style="list-style-type: none"> ○ I can shape modeling materials (e.g. playdough) for example, squeezing, pinching, rolling it to make simple familiar or fantasy objects. <p>L2</p> <ul style="list-style-type: none"> ○ I can talk about artists from other times. ○ I write about my ideas and how I can improve them at the end of a project. ○ I compare my work to others. ○ I can observe and draw different shapes, patterns and textures found in objects. ○ I can join and manipulate different materials to make models. ○ I can use clay tools to manipulate and add texture patterns to modeling materials. ○ I can take photographs using a digital camera and adapt these using a computer. <p>L3</p> <ul style="list-style-type: none"> ○ I can say what I think and feel about the work of others (including famous artists) and my own work. ○ I begin to represent objects with correct proportions. ○ I can select my own materials and tools to use for a 3D model.