# Greenfields Academy (Primary) - Long Term Planning – Topic

## Academic Year Overview 2021/22 – Primary 2

| Term | Autumn | | Spring | | Summer | |
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| | **1** | **2** | **3** | **4** | **5** | **6** |
| | **I am Warrior** | | **Rio de Vida** | | **Beast Creator** | |
| | *History (6 weeks)* | *Geography (3 weeks)* | *Geography (4 weeks)* | *MFL (6 weeks)* | *Geography (4 weeks)* | *Computing (4 weeks)* |
| | | *Computing (3 weeks)* | *Computing (2 weeks)* | | *Computing (2 weeks)* | *Enrichment and Transitions* |
| **Weekly Sequence** | KEY:<br>C – Coverage     N – New Learning     R – Recall of prior learning     <mark>A – Assessment</mark> | | | | | |
| **1** | C – History<br>N – To read, research and organise a timeline showing the chronology of the Roman Empire, from 753 BC to AD 476 with a particular focus on the dates the Romans were in Britain.<br>N – To know where the Roman period falls on a historical timeline. | C – Geography<br>N – To explore a range of aerial images showing sites of ancient Celtic hill forts and describe what can be seen.<br>N – Make a sketch map to show the shape of a ruin and its neighbouring geographical features and explain why the Celts chose to build a fort in that particular spot. | C – Geography<br>N – To locate Brazil on a world map.<br>N – To locate the capital city, Brasilia on a Brazil map.<br>N – Identify human features and think about what it might be like to live there. | C – Spanish<br>N – To identify countries around the world which speak Spanish.<br>N – To great each other in Spanish. | C – Geography<br>N - Take part in a minibeast hunt in the school grounds, collecting specimens by tree beating, log turning and net sweeping.<br>N - Make maps and plans to show the route taken, creating a key to show where each minibeast was found. | C – Computing<br>N - Explore video footage, images and the web to observe and find out about some of the world's most deadly creatures.<br>N - Using information collected, create a class 'Top Trumps' game using a PowerPoint slide for each deadly creature. |

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| **2** | C – History<br>N – To find out about the life of a gladiator using the web and a range of historical artefacts, images and texts.<br>N – Research topics such as food, exercise, weapons, the lifestyle of slaves, combat and ultimately their fate. | C – Geography<br>N – To find similarities and differences between Italy and Britain, including climate, landscape, size and weather. | C – Geography<br>N – To create a country fact-file for Brazil. | C – Spanish<br>R – To great each other in Spanish.<br>N – To count in Spanish.<br>N – To talk explain and ask age in Spanish. | C – Geography<br>R - Make maps and plans to show the route taken, creating a key to show where each minibeast was found. | C – Computing<br>R - Explore video footage, images and the web to observe and find out about some of the world's most deadly creatures.<br>R - Using information collected, create a class 'Top Trumps' game using a PowerPoint slide for each deadly creature. |
| **3** | C – History<br>N – To find out about famous gladiators including Spartacus, Commodus, Crixus, Carpophorus, Marcus Attilius, Priscus and Flamma, Spiculus, Verus and Tetraites.<br>N – Create a poster/top trump card about their chosen character, advertising their powerful qualities to other gladiators. | C – Geography/Computing<br>N – To use contemporary maps of Rome to locate a variety of its significant geographical features. Look for the Colosseum, the Vatican City, the Pantheon, the Sistine Chapel, St Peter's Square, Trevi Fountain and the Roman Forum.<br>N – Use a street map to plan a route around the city that includes all of the above attractions. | C – Geography<br>R – Identify human features and think about what it might be like to live there.<br>N – To compare the capital city of Brasilia with London.<br>N – To use appropriate geographical vocabulary. | C – Spanish<br>N – To know the colours in Spanish.<br>N – To identify and describe (colour and size) some nouns in Spanish. | C – Geography<br>N - Locate on a world map where the deadliest minibeasts live.<br>N - Find out how the environment supports the creature's needs and how it has adapted to suit the habitat. | C – Computing<br>N – To use a paint program to draw a cartoon version of a most deadly beast. Make drawings to plan which features could be exaggerated then use ICT to create. Where possible, add colour and animate. |
| **4** | C – History<br>N – To research Boudicca, and the different perceptions of her. | C – Computing/Geography<br>N – Use Google maps to find out distances between Roman towns such as Doncaster and Manchester or York and Bath. | C – Geography<br>N – Identify the Brazilian flag.<br>N - Look at flags from different countries around the world and find out which country each belongs to using. | C – Spanish<br>N – To talk describe myself and others in Spanish. | C – Geography<br>R - Find out how the environment supports the creature's needs and how it has adapted to suit the habitat. | C – Computing<br>N – To use a tool such as SmartArt to represent a minibeast life cycle using formats such as cycle and process tools. Consider the amount of text they have, |

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| | | N – Record their findings in a simple table or spreadsheet. N – To find Roman Towns in the UK. | N – To create their own flag. | | N – Complete a case study of the habitat of a chosen dangerous minibeast (Amazon Rainforest). | and what colours they would like their chart to be. |
| **5** | C – History N – To find out about everyday life of a Roman child, using a selection of historical source materials. N – Research to find out about homes, clothes, schools, entertainment, religion and meal-times. | C – Computing N – Use appropriate software to design and make a shield for either a Celtic warrior or a scutum (shield) for a Roman soldier. | C – Computing N – Create a Power-Point presentation to describe the Brazilian festival. N – Include special effects, slide transitions. N – To source, safe and import images. | C – Spanish R – To talk about myself in Spanish. N – To order food in Spanish. | C – History N – Create a chronological timeline of insect discoveries around the world. N – Compare the timeline with when scientist believe the insect first lived. | Enrichment and Transitions |
| **6** | C – History N – To explore Roman artefacts. A - Look at a range of cards showing different mystery artefacts found by archaeologists. Decide what they are or might be and sort them into categories. | Enrichment | C – Computing R – Create a Power-Point presentation to describe the Brazilian festival. R – Include special effects, slide transitions. R – To source, safe and import images. | C – Spanish A – To complete a restaurant role play/script. | C – History R – Create a chronological timeline of insect discoveries around the world. R – Compare the timeline with when scientist believe the insect first lived. | Enrichment and Transitions |