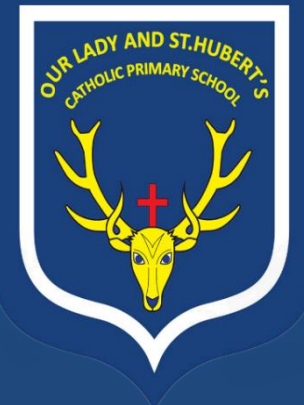




OUR PLACE IN THE WORLD: Identity and Community

Focus Overview

YEAR 2: Gambia



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

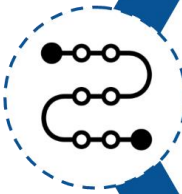
A Wonderful World:
Appreciating God's Creations



Peace and Conflict: Respect for all Individuals



A Moment in Time:
Learning from the Past for Our Future



We are Engineers:
Embracing Technology to Solve problems



Nurturing Nature:
Engaging and Taking Responsibility



Our Place in the World: Identity and Community



Our Place In The World: Identity and Community Year 2 – Gambia



This theme gives children the opportunity to think about their lives- as part of a local community as well as part of the global community - and compare that to the lives of others. In **Geography**, children will learn about The Gambia, both in terms of physical and human geography. They will recap their understanding of the oceans and continents of the world, then compare aspects of life in the UK and The Gambia. Children will find out about land use, the weather and housing in both countries. By looking at artefacts from The Gambia, children will make links to **History** and past learning in **Science**, thinking about what objects are used for and the materials they are made of. In **Science**, children will be focusing on nutrition and exercise, thinking about food groups, what keeps us healthy and how we can maintain this. In **English**, we will be looking at the story of Grace and Family, where she visits The Gambia, and writing an adventure story. In **Maths**, we will be moving onto investigating 2D and 3D shapes, and telling the time. In **Art**, children will look at African patterns, and create their own versions of these. In **RE**, we will be exploring the Islamic religion; learning about places of worship, customs, symbols of prayer and traditions.

Theme Impact

Children will have more awareness of how fortunate they are right now (despite the current climate) and will have more of an understanding of the differences in our world. They will learn that though these people may be far away, the people who live there have many similarities to us.

Catholic Social Teaching

Rights and Responsibilities

It is essential that children have chance to learn about the significance, differences and links between rights and responsibilities. Rights are things and/or conditions that we all should have access to, that are protected by our laws. Responsibilities are duties or things that we should do in order to protect others and the environment. Through Collective Worship, children will explore human and children's rights and things that can put a stop to this around the world. This will be enhanced through work on the virtues **Faith-Filled and Hopeful**; having faith in yourself to uphold the responsibilities that you are given and having faith in others to respect your human rights and the rights of others; being hopeful that God will guide people in power, to support and help anyone who has had their rights compromised and send strength to those who face challenges to never give up.

Curriculum Drivers

Geography

National Curriculum Objectives

- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate patterns around the world, linking to poles and the equator.
- Use basic geographical vocabulary to refer to and describe key features of locations.
- Use world maps, atlases and globes.
- Use **aerial photographs** to recognise landmarks, **human and physical features**, devise a route and use/construct symbols for a key.
- Use fieldwork and observational skills.
- **Investigate and name the world's oceans**
- **Investigate and name the world's continents**
- **Identify the UK on a world map**
- *Understand the difference between physical and human features of locations.*
- *Use simple compass directions- directions, identifying locations, routes on a map...*
- *Use aerial photographs to recognise familiar places and known landmarks*

Knowledge and Skills Progression

LK1: Name and locate the world's seven continents and five oceans

GSF1: Use world maps, atlases and globes, as well as the countries, continents and oceans studied at this key stage.

PK1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

PK2: Understand geographical similarities and differences through the study of places linked to other topic areas.

HPG1: Identify 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 same

HPG2: Describe key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, and valley

HPG3: Describe key human features, including: city, town, village, factory, port and harbour.

Art

National Curriculum Objectives

- Use experiences and ideas as the inspiration for artwork, using a range of materials. (tie dye)

Knowledge and Skills Progression

--

Application	
Children will write their own words to the rhythm of an African Call and Response song. They will include what they have learnt about The Gambia and will perform as a group.	
Wider Curriculum Opportunities	
Writing	Reading
Grace and Family – adventure story	Amazing Grace – Mary Hoffman Grace and Family – Mary Hoffman Fantastic Mr Fox – Roald Dahl
Enrichment	
Trip to the Mosque	
Home Learning	
Evaluation Notes	

Stand-alone objectives to be covered this term
RSE/PSHE
Units to cover
Determination
PE
National Curriculum Objectives
Knowledge and Skills Progression
<p>Hit, Catch and Throw</p> <p>Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others. Key vocab: rolling, retrieving, throw, catch, aim, target, hit, batting, fielding</p> <p>Run, Jump and Throw</p> <p>Make choices about appropriate throws for different types of activity. Can identify areas of activities that need improvement e.g. power in throws to throw further. Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. Use agility in running games Apply skills in a variety of activities Practise to improve skills</p>

Discuss thoughts and feelings around physical challenges and what it means to be a team player

Work cooperatively to complete running, jumping and throwing tasks

Consider others when playing games to respect their space and boundaries

Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target, baton, underarm, overarm, sprint

Music

Orchestral Instruments: Traditional Stories

Cooking in the Curriculum

Ice Lollies