



Medium-Term Planning
Focus Subject: History
Secondary Subject: Art and D&T



Term and Year:	Year 2/3 Cycle A (2020-2021)
Teacher:	Miss S O'Neil
Topic:	History
Key Question(s):	Who really discovered America?
Key Themes:	Equality, resilience
Debate Question/Discussion:	Christopher Columbus- founder or fraudster?
Memorable Experience:	Visit to the Royal Navy Museum in Hartlepool to have a first-hand experience of what life was like as a sailor. https://www.nmrn.org.uk/our-museums/national-museum-royal-navy-hartlepool/school-visits-national-museum-royal-navy

National Curriculum Objectives Addressed for History:

Key Stage One

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Key Stage Two:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

Key History Skills:

- Use a timeline to place important events.
 - Sequence artefacts closer together in time
 - Place the time studied on a time line
- Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.
 - Sequence several events or artefacts
- Develop empathy and understanding through drama activities (e.g. hot seating)
 - Find out about everyday lives of people in time studied
 - Compare with our life today
- Identify different ways in which the past is represented.
 - Discuss the effectiveness of sources
 - Sequence a collection of artefacts
 - Use a range of sources to find out about a period
 - Observe small details – artefacts, pictures
 - Select and record information relevant to the study
 - Begin to use the library and internet for research
 - Ask questions and find answers about the past.
- Identify different ways to represent the past
 - Compare 2 versions of a past event
 - Discuss reliability of photos/ accounts/stories
 - Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
 - Explore the idea that there are different accounts of history.
 - Identify and give reasons for different ways in which the past is represented

- • Distinguish between different sources – compare different versions of the same story and evaluate their usefulness
- Create a class display/museum using annotated photographs as well as various genres of writing appropriate to the content covered (diary recounts, simple reports)
- • Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama and presentations

Key History Vocabulary:

1. **voyage**
2. **expedition**
3. **explorer**
4. **colonizer**
5. **slave**
6. **colony**
7. **new world**
8. **settlement**
9. **shipwrecked**
10. **native**
11. **caravel**
12. **La Pinta**
13. **La Niña**
14. **Santa Maria**
15. **hardtack biscuits**
16. **Vikings**
17. **Monk**
18. **General**
19. **founder**
20. **fraudster**

'I can...' Statement(s)	Activities
<div>Lesson 1</div> <p>LO: Can I explain who Christopher Columbus was?</p> <ul style="list-style-type: none"> I can explain where and when Christopher Columbus was born. I can explain some of Christopher Columbus' journeys and give details. I can explain what kind of person I think Christopher Columbus was. <p><u>Differentiation:</u></p> <p>Y2 – LA gap fill for fact file. Less writing expected. CEW reminder.</p> <p>Y3 – LA sentence starters for fact file. More writing expected.</p>	<ul style="list-style-type: none"> HOOK ACTIVITY: Show children famous quote "To cross an ocean you must not be afraid to lose sight of the shore." on IWB (speculation as to whether Christopher Columbus said this) Ask them if they can predict who said this and what they think this means? (5 mins) Share LO and SC. Show of thumbs to see how confident children feel about this. Discuss Christopher Columbus' early life with children. Explain where he was born (Genoa in Italy, although it wasn't called Italy at the time), when he was born (1451), his father was a tradesman and he started sailing in 1473 when he was 12. Discuss Christopher Columbus' voyages. Discuss the meaning of the word 'voyage' 'expedition' 'explorer' and 'coloniser'. Add them to the glossary behind the topic page in their books. (voyage = a long journey, expedition = a journey a group of people take to explore, explorer = a person who investigates a new place, colonizer = someone who takes control over a place that is not their country.) (5 mins) Watch video: https://www.youtube.com/watch?v=ThZj9TEMwgE. Pause at 1:06 and ask the children: Who helped pay for his voyage? How many ships did he take? What were their names? What country did he set sail FROM? How many days did it take him to sail there? What date did he arrive there? Where did he think he was? Pause at 1:58 and ask the children: How many more times did he lead expeditions to the Americas? What did he bring back with him? What did he take from Spain to the Americas? How do we know that Christopher Columbus was an explorer? Do you think he is a colonizer? (5 mins) Recap LO and SC. Discuss what we have already done and show thumbs to see how children feel. Hot seat as Christopher Columbus. Teacher to model hot seating as Christopher Columbus and children ask questions about who he was. Teacher to go into detail about some of his other journeys. Teacher to then select children to sit on the hot seat and answer questions. (LA select question from the box) (10 mins) What have we learned so far? Which of our success criteria have we met? Recap what we have learned about Christopher Columbus by playing 'Snowball'. Each child has a plain A4 sheet of white paper. They write 1 fact they have learned about Christopher Columbus, scrunch it up and throw it across the classroom. Another child collects it, opens it, reads the fact and writes A DIFFERENT fact on the paper. Repeat 4 times. (5 mins) Children are to create a fact file on Christopher Columbus. They are to use the snowball of paper with 4 facts on to help them get started. (20 mins) PLENARY: Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Mini quiz on WB, children who get all correct receive 5 house points. (5 mins) EXTENSION: Christopher Columbus was at sea for 72 days – that is really hard! Can you explain what kind of person Christopher Columbus was, do you think he was resilient, determined, foolish, reckless? Explain why.

LO: Can I explain what Christopher Columbus did?

- I can put some events in chronological order.
- I can explain some details of each voyage.
- I can suggest why some people may not want to celebrate Christopher Columbus Day.

Differentiation:

Y2 – Fewer cards for their timeline. Support and scaffolding.

Y3 – More cards for their timeline. Independent.

- **HOOK ACTIVITY:** Children to enter the classroom to the noise of a creaking ship. <https://www.youtube.com/watch?v=HxGOs62HQjk> Ask children: How would you feel if you were at sea for 72 days? Mini quiz to recap learning from yesterday with more detailed explanations.
- Share LO and SC. Show of thumbs. (5 mins)
- Recap key vocabulary of ‘voyage’ ‘expedition’ ‘explorer’ and ‘coloniser’. Discuss meaning of ‘slave’ ‘colony’ ‘new world’ ‘settlement’ ‘shipwrecked’ ‘native’ and add to glossary. (5 mins)
- Teacher to explain more about his journeys. First voyage 3rd of August 1492: from Spain, landed in on one of the islands that make up the Bahamas, but we are not sure exactly which one, on 12 of October 1492. He saw the gold that they **natives** were wearing and took some prisoner until they should him where the gold came from. He captured 6 **natives** to take home as **slaves**. Second voyage: 24th of September 1493: left Spain with 17 ships and 1200 men hoping to make a **settlement colony** in the **new world**. He set up a **colony** on what is now called the Dominican Republic called La Isabela, but the **colony** was not in a very good place and did not last long. He brought 500 **slaves** back to Spain, becoming the first man to start sending **slaves** across the Atlantic. Third voyage 30th of May 1498: 6 ships left Spain, 3 heading for the **settlement** to give supplies and 3 heading further south hoping to finally find Asia. He reached Venezuela and thought that he might have reached Asia and that this was where the Garden of Eden was. Fourth voyage 2nd of April 1502: He sailed 4 ships to Honduras, Nicaragua and Costa Rica. He ended up **ship-wrecked** on Jamaica but was saved and returned to Spain on the 7th of November 1504. Over the course of these 4 **voyages**, **Columbus sent approximately 5,000 slaves across the Atlantic**. Ask children: Can you summarise what happened on his first/second/third/fourth voyage? (10 mins)
- Recap LO and SC. Show of thumbs.
- Model putting some events from his journeys in chronological order. What would go next? How do you know? Create a **timeline** of Christopher Columbus’ journeys stuck in books. Recap the answers as a class. (10 mins)
- Model answering the comprehension questions. Children to answer comprehension questions about Christopher Columbus’ journeys. (10 mins)
- **PLENARY:** Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Mini quiz on WB Children who get all correct answers win 5 house points. Practice song: <https://www.youtube.com/watch?v=UoQ2F0EMjVM> (10 mins)
- **EXTENSION:** In America they celebrate Christopher Columbus Day on the 12th of October. Some people don’t think that is right because he transported **slaves**. What do you think? Explain your answer.

LO: Can I explain what experience Christopher Columbus and his sailors encountered using sources?

- I can make inferences using sources.
- I can use sources to compare present day life with Christopher Columbus' and his sailors.
- I can explain why conditions on ships would be better today.

Differentiation:

Y2 – Fewer sources. Fewer comprehension questions. Support and scaffolding.

Y3 – More sources. More comprehension questions. Independent.

- **HOOK ACTIVITY:** Show children an example of the meal that sailors would have eaten, along with the bed they would have slept in on IWB. Ask children: [How would you feel if this was all you ate for 72 days? How would you feel if that was where you slept?](#) Mini quiz to recap learning from yesterday with more detailed explanations. (5 mins)
- Share LO and SC. **Show of thumbs.**
- Recap key vocabulary of 'voyage' 'expedition' 'explorer' and 'coloniser' 'slave' 'colony' 'new world' 'settlement' 'shipwrecked' 'native'. Discuss meaning of: 'caravel' 'La Pinta' 'La Niña' 'Santa Maria' 'hardtack biscuits' and add to glossary. (5 mins)
- Teacher to explain that **La Pinta** and **La Niña** were tiny ships called 'caravels' about 15m- 20m long and 5 m wide (about the length of 2 classrooms but narrower) and had about 26 men on board each ship. The ships were good because they were very quick, but they were very uncomfortable. There was only one cabin for the Captain whereas everyone else had to live and sleep on deck completely exposed to the elements and always wet. No hammocks were used for sleeping and there was always work to be done so it was very noisy and busy. Christopher Columbus' ship (**Santa Maria**) was a bigger cargo ship and had some cabins for people to stay dry and sleep in. Your daily meals would be dried food like salted anchovies, cod, pickled beef or pork, dried chickpeas, lentils, beans and **hardtack biscuits**. The biscuits were so hard you could break your teeth and you would have had to dip them in water to soften them. Not only was the food pretty bad, but it was also usually covered in maggots because they had no way of preserving it (there were no fridges). (5 mins)
- Model examining sources. [What does this tell us? What can we infer? Is this reliable? Why?](#) (5 mins)
- Children to [explain what they think each source tells them. Rank them in order of most reliable to least reliable.](#) (20 mins)
- Recap LO and SC. **Show of thumbs.**
- Model creating a [Venn diagram of similarities and differences between our life today and the sailor's lives.](#) Children to make a Venn diagram of present daily life and the sailors' daily life. (10 mins)
- Recap LO and SC. **Show of thumbs.**
- Model answering the comprehension questions. Children to answer comprehension questions based on the information supplied from the sources. (10 mins)
- **PLENARY:** Children are to complete their [self-assessment on their SC.](#) Recap LO and SC and show thumbs. Mini quiz on WB Children who get all correct answers win 5 house points. Practice song: <https://www.youtube.com/watch?v=UoQ2FOEMjVM> (5 mins)
- **EXTENSION:** Life on Christopher Columbus' ships was very hard. Do you think it is the same on ships today?

LO: Can I explain what Christopher Columbus discovered?

- I can use a range of ways to research a topic.
- I can present my ideas to the class explaining my findings.
- I can empathise with how Christopher Columbus would have felt.

Differentiation:

Y2 – Support and scaffolding. Less writing expected. LA have gap fill to complete to add to poster and letter.

Y3 – more writing expected. Independent. LA have sentence starters to complete to add to poster and letter.

- **HOOK ACTIVITY:** Show children a map of the continents and ask them to identify Asia, North and South America and Europe. Ask children: Do you think that Christopher Columbus had maps like this? Why? Mini quiz to recap learning from yesterday with more detailed explanations. (5 mins)
- Share LO and SC. Show of thumbs.
- Recap key vocabulary of ‘voyage’ ‘expedition’ ‘explorer’ and ‘coloniser’ ‘slave’ ‘colony’ ‘new world’ ‘settlement’ ‘shipwrecked’ ‘native’ ‘caravel’ ‘La Pinta’ ‘La Niña’ ‘Santa Maria’ ‘hardtack biscuits’. (5 mins)
- Teacher to explain that Christopher Columbus was looking for a quick way to get to Asia instead of sailing around Africa. Isabella of Spain and her husband Ferdinand paid for him to find this quick way, but they wanted him to report back his findings.
- Teacher to explain that today it is up to them to find out what Christopher Columbus discovered. Explain that they will need to use the websites provided on the Ipads and the books from the library to create a poster showing what Christopher Columbus discovered. Provide children with sugar paper, pens, a fact file, some maps and photographs they can stick. Use website: <https://www.history.com/topics/exploration/christopher-columbus>
- Model finding information from this website and adding it onto the poster.
- Children are to work in mixed ability groups creating a poster to show what Christopher Columbus discovered. Assign roles in the group: Scribe, Leader, Researcher, Designers, Speakers. (25 mins)
- Feedback to the class and share findings as presentation of posters. Do you think our website was reliable? Why do you think that? What could we add to our posters now we have shared information? (5 mins)
- Recap LO and SC. Show of thumbs.
- Teacher to explain that they are going to use their findings to create a letter home from Christopher Columbus to Isabella of Spain explaining what he has found. Model starting the letter using the information for a groups poster. Children to write a letter home explaining what he has found. (10 mins)
- Recap LO and SC. Show of thumbs.
- Ask children: What question do we really want to know if it wasn't Christopher Columbus that first set foot on America? Children are to create their own enquiry question as a class. Suggest that we ask: Was he really was the first person to discover America as people say? (5 mins)
- **PLENARY:** Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Mini quiz on WB Children who get all correct answers win 5 house points. Practice song: <https://www.youtube.com/watch?v=UoQ2FOEMjVM> (5 mins)
- **EXTENSION:** How do you think Christopher Columbus felt when he realized he hadn't found a quick route to Asia? Explain your answer.

PHOTOGRAPH TO RECORD IN TOPIC FLOORBOOK

LO: Can I explain who was first to 'discover' America?

- I can use a range of ways to research a topic.
- I can present my ideas to the class explaining my findings.
- I can suggest why the past has been presented in a different way than it happened.

Differentiation:

Y2 - Support and scaffolding. Less writing expected. LA have gap fill to complete to add to poster.

Y3 – more writing expected. Independent. LA have sentence starters to complete to add to poster.

- **HOOK ACTIVITY:** Show children pictures of the native people on the islands that Christopher Columbus 'discovered'. Ask children: *Do you think that Christopher Columbus had discovered America? Why?* Mini quiz to recap learning from yesterday with more detailed explanations. (5 mins)
- Share LO and SC. *Show of thumbs.*
- Recap key vocabulary of 'voyage' 'expedition' 'explorer' and 'coloniser' 'slave' 'colony' 'new world' 'settlement' 'shipwrecked' 'native' 'caravel' 'La Pinta' 'La Niña' 'Santa Maria' 'hardtack biscuits'. Discuss meaning of: 'Vikings' 'Monk' 'General' and add to glossary. (5 mins)
- Teacher to explain that there were several other groups who people think may have discovered America first. **Vikings:** Leif Eriksson, who lived on a colony of **Vikings** in Greenland, sailed and 'discovered' Newfoundland (and Island that is now part of Canada) in 1000 AD. He named it 'Vinland'. Not much is known about this because it was not written down. **Irish Monks:** St Brendan the Navigator was born in Ireland in 484 AD. When he was 93, he prayed that he would find The Garden of Eden. Legend has it that he set sail with between 18-150 men, spent 40 days in America then came back. The entire journey took 7 years. There is no record of this except for the legend, no colony was established. **Chinese:** A man called Gavin Menzies speculated that in 1421 the Chinese **General** Zheng He had discovered America because he saw 1421 written on the walls of the Forbidden City in China when he was there on holiday. He wrote a book about it but he didn't use sources like we do in our lessons, so most historians agree that the book is not reliable. *Do you think that Christopher Columbus had discovered America? Why? Do you think it could have been someone else?* (5 mins)
- Recap LO and SC. *Show of thumbs.*
- Teacher to explain that children will be working in groups to research the different possibilities using Ipads and books from the library. They will be displaying this information as a poster to present to the class. Model using the website to add information to the poster. Assign roles in the group: Scribe, Leader, Researcher, Designers, Speakers. Provide children with sugar paper, pens, a fact file, some maps and photographs they can stick. (30 mins) Use websites: <https://www.npr.org/templates/story/story.php?storyId=15040888&t=1585480007400> <https://www.history.com/news/did-an-irish-monk-discover-america> <https://www.nytimes.com/2006/01/17/world/who-discovered-america-zheng-who.html> <https://www.history.com/news/the-viking-explorer-who-beat-columbus-to-america>
- In 4 groups children are to research each different possibility using: **Ipads, books from the library, diaries, reports and photographs (which they must annotate)** to explain why their group thought they were the first to 'discover' America. They should **present their findings as a poster.**
- Feedback to the class and share findings as **presentation of posters.** *Do you think our website was reliable? Why do you think that? What could we add to our posters now we have shared information?* (5 mins) These posters should then be used for the **class museum and assembly.**
- **PLENARY:** Children are to complete their **self-assessment on their SC.** Recap LO and SC and show thumbs. Mini quiz on WB Children who get all correct answers win 5 house points. Practice song: <https://www.youtube.com/watch?v=UoQ2F0EMjVM> (5

		<p>mins)</p> <ul style="list-style-type: none"> EXTENSION: Why do you think that people believe it was Christopher Columbus? <p>PHOTOGRAPH TO RECORD IN TOPIC FLOORBOOK.</p>
Lesson 6	<p>LO: Can I explain who really discovered America? Was Christopher Columbus a founder or a fraudster?</p> <ul style="list-style-type: none"> I can recall key dates and names. I can use sources to evidence my point. I can empathise with native people today who oppose Columbus Day. <p><u>Differentiation:</u></p> <p>Y2- Support and scaffolding. Sentence starters.</p> <p>Y3 – More writing expected. Independent.</p>	<ul style="list-style-type: none"> HOOK ACTIVITY: Ask children: Do you think that Christopher Columbus had discovered America? Why? Mini quiz to recap learning from the unit. (10 mins) Share LO and SC. Show of thumbs. Recap key vocabulary of ‘voyage’ ‘expedition’ ‘explorer’ and ‘coloniser’ ‘slave’ ‘colony’ ‘new world’ ‘settlement’ ‘shipwrecked’ ‘native’ ‘caravel’ ‘La Pinta’ ‘La Niña’ ‘Santa Maria’ ‘hardtack biscuits’ ‘Vikings’ ‘Monk’ ‘General’. Discuss the meaning of ‘founder’ and ‘fraudster’ and add to glossary. Mini quiz to recap vocabulary from the unit. (10 mins) Teacher to explain that children are going to answer our topic question today. Model writing the answer as a class. Suggest looking back through book for key dates. Emphasis and model using the glossary to use vocabulary. Suggest use of source work as evidence. Show of thumbs. (5 mins) Children to use the information they’ve learned over the last half term to explain whether Christopher Columbus was a founder or a fraudster. They will explain who ‘discovered’ America. This will be in the form of a written outcome. (25 mins) PLENARY: Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Practice song: https://www.youtube.com/watch?v=UoQ2F0EMjVM (5 mins) EXTENSION: How do you think native people today feel about Columbus Day? Explain your answer.
Presentation	Presentation Assembly.	<ul style="list-style-type: none"> Children to explain their topic and give some background information. Children are to present posters explaining what Christopher Columbus discovered and who really ‘discovered’ America first. Children are to sing the song they have practiced. https://www.youtube.com/watch?v=UoQ2F0EMjVM RECORD IN TOPIC FLOOR BOOK.

Art and DT

National Curriculum Objectives Addressed for Art:

Key Stage One:

Ar1/1.1 to use a range of materials creatively to design and make products

Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Key Stage Two:

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Key Art Skills:

Key Art Vocabulary:

1. Sketch
2. pencil
3. strokes
4. grid method
5. shade
6. depth
7. cross hatch
8. pressure
9. Watercolour

'I can...' Statement(s)		Activities
Lesson 1	<p>LO: Can I sketch an observational drawing of the Santa Maria?</p> <ul style="list-style-type: none"> I can use the grid method to draw accurately. I can use cross hatch to show shade and depth. I can use pressure to show shade and depth. <p><u>Differentiation:</u></p> <p>Y2 – Grid already drawn for them. Support and scaffolding.</p> <p>Y3 – Drawing the grid themselves. Independent.</p> <p>PHOTOGRAPH TO RECORD IN TOPIC FLOORBOOK.</p>	<ul style="list-style-type: none"> HOOK ACTIVITY: Mini quiz on the names of the ships and some statistics on the ships. (5 mins) Share LO and SC. Show of thumbs. Teacher to explain that we are going to be drawing a sketch using a range of pencil strokes using the 'grid method'. Model dividing the picture into a grid (Y2 already done for them). (5 mins) Model just focusing on a square at a time and drawing what is in that square then moving onto the square next to it. How could this help me draw accurately? How could I show shade and depth? Show how you could cross hatch to show shade and depth. Show how different pressure can be applied to achieve darker or paler shades from the pencil. Show of thumbs. (5 mins) Children are to continue their sketch of the Santa Maria. (25 mins) PLENARY: Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Feedback work to the class and discuss improvements. (5 mins) EXTENSION: How does pressure work differently to cross hatching? Which do you think is most effective?

Lesson 2	<p>LO: Can I paint the Santa Maria using water colour paints?</p> <ul style="list-style-type: none"> • I can select appropriate colours. • I can mix colours to achieve a certain shade. • I can create depth and shade by layering paint. <p><u>Differentiation:</u></p> <p>Y2 –Support and scaffolding.</p> <p>Y3 –Independent.</p> <p>PHOTOGRAPH TO RECORD IN TOPIC FLOORBOOK.</p>	<ul style="list-style-type: none"> • HOOK ACTIVITY: Mini quiz on the names of the ships and some statistics on the ships. (5 mins) • Share LO and SC. Show of thumbs. • Teacher to explain that we are going to be creating a watercolour of the ship using our sketch (that have been photocopied) from yesterday. • Model selecting colours and mixing colours on a palette to get a variety of shades. (5 mins) • Children to complete the watercolour based on some images on the IWB showing colours. (30 mins) • PLENARY: Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Feedback work to the class and discuss improvements. (5 mins) • EXTENSION: Watercolours are very subtle. How could you create depth and shadow using watercolours?
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National Curriculum Objectives Addressed for DT:

Key Stage One

DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT1/1.2a select from and use a range of tools and equipment to perform practical tasks

DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT1/1.3a explore and evaluate a range of existing products

DT1/1.3b evaluate their ideas and products against design criteria

DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable

Key Stage Two:

DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately

DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT2/1.3a investigate and analyse a range of existing products

DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Key DT Skills:

Key DT Vocabulary:

1. Models
2. design
3. diagram
4. Cross-sectional diagram

5. mock-up
6. materials
7. evaluate
8. process

'I can...' Statement(s)		Activities	
Lesson 1	<p>LO: Can I research and design the Santa Maria.</p> <ul style="list-style-type: none"> • I can research my design. • I can create models and propose changes to my design. • I can consider other materials that could have been used. <p><u>Differentiation:</u></p> <p>Y2 – Support and Scaffolding.</p> <p>Y3 – Independent.</p> <p>PHOTOGRAPH TO RECORD IN TOPIC FLOORBOOK.</p>	<ul style="list-style-type: none"> • HOOK ACTIVITY: Mini quiz on the names of the ships and some statistics on the ships. (5 mins) • Share LO and SC. Show of thumbs. • Teacher to explain that we are going to be creating models of the Santa Maria for our class museum. Teacher to model researching the design. Why is research important? (5 mins) • Children to research the design using ipads. (5 mins) • Teacher to model creating a cross-sectional diagram (a diagram that shows you the inside and the outside of the design at the same time). How could a cross-sectional diagram be useful? (5 mins) • Children to create cross-sectional diagrams of their design. (10 mins) • Teacher to model creating a model/mockup of their design before building it. What could we learn from our model? (5 mins) • Children to create models of their proposed design. (5 mins) • Feedback as a class about changes to the models. Is there anything you would change about your model now? (5 mins) • Children are to create their designs in groups. (30 mins) • PLENARY: Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Feedback work to the class and discuss improvements. (5 mins) • EXTENSION: What other materials could you have used? 	

Lesson 2	<p>LO: Can I create and evaluate my design and Santa Maria.</p> <ul style="list-style-type: none"> • I can suggest changes to my design and process. • I can explain how I would implement changes. • I can suggest other tools that could have been used to alter my design. <p><u>Differentiation:</u></p> <p>Y2 – Support and Scaffolding.</p> <p>Y3 – Independent.</p> <p>PHOTOGRAPH TO RECORD IN TOPIC FLOORBOOK.</p>	<ul style="list-style-type: none"> • <u>HOOK ACTIVITY:</u> Tour of the designs in the classroom with each group presenting their methods and ideas. (5 mins) • Share LO and SC. Show of thumbs. • Teacher to explain that we are going to be evaluating our designs and the process. Why is it important to evaluate our designs? (5 mins) • Teacher to model evaluating the design and process. What could we have done differently? Show of thumbs. (5 mins) • Children to evaluate their design and their process. (5 mins) • <u>PLENARY:</u> Children are to complete their self-assessment on their SC. Recap LO and SC and show thumbs. Feedback work to the class and discuss improvements. (5 mins) • <u>EXTENSION:</u> What tools could we have used? How could that have changed our design?
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