



Stockbridge Village Primary School – Expedition Project Plan

Visitors / Experts

Tatton Park - Lord Egerton
 Manufacturer
 Doctor
 Nurse
 Carpenter
 Osteopath
 medical lab
 Dentist
 Mr Healthy
 Visit a Sawmill - wood
 A restaurant - healthy choices
 Alder Hey Children's

Use -

Woodworking equipment
 Medical equipment
 Skeleton
 X-rays
 Food
 C

Investigate -

Different materials
 Changing materials
 Using materials
 Horrible Histories
 Florence Nightingale
 Mary Seacole
 Health
 Choices

Project title – What Does it Mean to be Human?

Year 2 - Spring Term

Big Ideas (Concepts)

Change Form and Function
 Cause and Effect Fitness for Purpose
 Invention Sorting
 Materials
 Health
 Lifestyle

Books -

Fact Cat - Materials
 The Life of Florence Nightingale - Liz Gogerly and books by Usborne; Start-up history
 Growing Vegetable Soup, by Lois Ehlert.
 Oh the things you can do that are good for you - Dr Seuss
 I Will Never Not Eat a Tomato (Charlie and Lola Series), by Lauren Child.
 The Boy Who Loved Broccoli, by Sarah Creepy Carrots!
 The Vegetables We Eat, by Gail Gibbons.
 The Wright Brothers
 Amelia Earhart - Little People, Big Dreams

Key Vocabulary -

Materials - transparent, opaque, flexible, absorbent etc
 Health
 Hygiene / clean
 Medicine
 Drugs
 Nutrition
 Exercise
 Food types

Significant people /places /events -

Inventors of materials we use - people who made a difference with new materials
 William Rathbone - Famous Liverpoolian
 Florence Nightingale - changes to nursing
 Mary Seacole; Aviation: Lord Egerton, Wright Brothers, Amelia Earhart

Essential Question - What does it mean to be Human?

What matters to children: Touching; Changing; Inventions; Materials; Being Healthy

Guiding Questions -

Humans and material - If its been joined together, can it be un-joined?
 What are things made from?
 What are 'happy accidents'?
 Health - How did people improve health and medicine?
 What does it mean to lead a Healthy Life?

Guiding Inquiry Questions -

(see Loops of Learning plans)

Find (out about) -

Materials and how they became invented e.g velcro, post-its, paper, elastic (happy accidents) and intentional
 Changing materials
 William Rathbone and Nursing Institute
 Hospital wards - Florence Nightingale
 Hygiene and health
 Medicine then and now
 Balanced diet / healthy lifestyles

Aviation history

Make -

Paper
 Models from different materials
 3D digestion machine
 Waterproof clothes
 A hospital ward
 Healthy meals
 Recipe book
 3D tooth model
 Dream Catcher
 Map of my...parts of body (recall My Map Book from Y1)

Main subject POS -

Science

Uses of everyday materials

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Pupils find out about people who have developed useful new materials,

Animals including humans

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Pupils work scientifically by: observing, through video or first-hand observation and measurement, how humans, grow; asking questions about what humans need to stay healthy; and suggesting ways to find answers to their questions.

History

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 - Mary Seacole and/or Florence Nightingale

Significant historical events, people and places in their own locality - William Rathbone, Lord Egerton and Aviation history

For next time -

Linked subjects POS -

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.

Computing for project work

use technology purposefully to create, organise, store, manipulate and retrieve digital content

recognise common uses of information technology beyond school

Art and Design

Pupils should be taught:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Immersion Experience -

Assessment Checks - e.g. rubrics, criteria lists, learning checkpoints

Performance of Learning -