

## Year 2- Southwark

<b>Term:</b>	Summer 2
<b>Concepts:</b>	Legacy and Perspective
<b>Subject focus:</b>	History and Art
<b>Non-Fiction:</b>	Report
<b>Fiction:</b>	Playscripts



Concepts	
History	Art
Legacy/Perspective	Inspiration/Creativity/Critique
<p>Following on from their learning about London both now and in the past, children will take a more in depth look at the history of the borough they live and go to school in. They will have a good knowledge of the area local to them and this topic gives them the opportunity to use historical enquiry to delve deeper into the past and learn about the history of some of the places they are familiar with.</p> <p>They will learn more about the history of some of the landmarks they identified in the Autumn Term, including London Bridge and the Globe.</p> <p>In this topic, the children will learn about the achievements of people who lived and worked in Southwark in the past, including Mary Seacole and William Shakespeare.</p> <p>This topic gives children the opportunity to make links between their knowledge and understanding of London now and how it has changed over time. They will also learn about legacies left behind by Londoners over the last few hundred year. This will give them the opportunity to make comparisons, using a range of sources to inform them about what Southwark used to be like.</p> <p>When studying art, the children will learn about a local artist, Nathan Bowen. The children will learn about how he creates his art, the mediums he uses and the inspiration behind his work. They will address the difference between street art and graffiti, along with how street art can be used to share an idea or concept outside of a gallery. This will link to previous knowledge the children have gained on the inspiration behind other artist's work, such as of Esther Mahlangu who helped women in her community through creativity, and Romero Britto.</p> <p>In future learning, children will continue to look at the inspiration and messages behind a range of artists' work, including Jacqueline Hurley, Hans Holbein and the Ancient Greeks.</p>	

## History

### National Curriculum

#### History

- I can show an awareness of the past, using common words and phrases relating to the passing
- I can describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods
- I can ask and answer questions, choosing and using parts of stories and other sources to show a knowledge and understanding of key features and events
- I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- I can describe changes within living memory and aspects of change in national life
- I can talk, draw or write about aspects of the past
- I understand key features of events
- I can identify some similarities and differences between ways of life in different periods

#### Art

- I can try out different activities and make sensible choices about what to do next
- I can select particular techniques to create a chosen product and develop some care and control over materials and their use
- I can give reasons for preferences when looking at art/craft or design work
- I know that different artistic works are made by craftspeople from different cultures and times
- I can experiment with tones using pencils, chalk or charcoal
- I can represent things observed, remembered or imagined using colour/tools

#### Computing

- I can recognise common uses of information technology beyond school

#### Using Computer

- I can use technology purposefully to create, organise, store, manipulate and retrieve digital content
- I can use technology purposefully to create digital content comparing the benefits of different programs

#### E-Safety

- I can use technology safely and keep person information private

## Year 2 History Southwark

### Foundation subject Knowledge and skills

#### When did this happen?

- Know that people have lived in Southwark for thousands of years (at least 10,000)
- Know that it would have been a very different landscape in the past and a lot of the borough would have been a forest of pine and birch trees
- Know that animals such as red deer and wild cattle would have lived in the forest and the people who lived here at that time would have hunted them
- Know what an archaeologist does and that their findings can help to tell us about the people of the past and how they lived
- Know that archaeologists have found tools made of flint (which would be thousands of years old) under the ground of the B&Q on the Old Kent Road
- Know that there is evidence of Roman settlements in Southwark e.g. a Roman painted wall plaster from Southwark Street showing a bearded man holding a ram's head; Roman painted wall plaster from Winchester Palace excavations; a large amphora found in a roman building during the Jubilee Line Extension
- Know that pottery has been found in other parts of Southwark which show settlements from the Roman times up until the Victorian Period e.g. Saxon pottery has been found during excavations in Peckham High Street

- Know that the Romans lived in England thousands of years ago (the children will learn more about the Romans in Year 4-this is just to give them an understanding that people have been living in Southwark for thousands of years and that we can use history to tell us about them)

### **London Bridge**

- Know that the original London Bridge was built by the Romans nearly 2000 years ago. It was made from planks of wood secured to boats at the edge of the river.
- Know that since then, London Bridge has been destroyed and rebuilt several times
- Know that in the past there were houses and shops, built from wood, on London Bridge but as the bridge became more and more dilapidated, and damaged by fires, the merchants began moving
- Know that in 1657 all of the houses on the bridge were pulled down, it was made wider and partly rebuilt with a wide arch and stayed like that until 1831
- Know that New London Bridge was opened in 1831 and was built from granite
- Know that it was much wider and more spacious and after London Bridge Station opened, more and more people used it
- Know that in 1962 it was discovered that London Bridge was 'falling down'-it was sinking into the Thames because it was not adequate for the increase in traffic
- Know that the bridge was put up for auction and was sold to Robert P McCulloch for \$2,460,00 in 1968
- Know that whilst the old bridge was being dismantled, the new bridge was built so the bridge never had to close
- Know that the new London Bridge was opened by Queen Elizabeth II on 17<sup>th</sup> March 1973

### **The Globe**

- Know that people have enjoyed theatre since the Roman times, and still do today
- Use sources to find out about the Globe in the past
- Know that the Globe Theatre is in London, on the South Bank
- Know that Shakespeare wrote plays that were performed in the Globe Theatre
- Know that the first Globe was built in 1597 on land owned by a man called Mr Allen
- When the lease ran out, the Globe was taken apart and eventually rebuilt on the South Bank
- Know that it was rebuilt in Southwark as it was a good place for a new theatre. People already went there to be entertained and already had two theatres (the Rose and the Swan), animal baiting arenas and taverns.
- Know that the Globe was built from big timber frames, filled with smaller slats of wood covered with plaster that had cow hair in it. The roof was thatched, rather than tiled as this was cheaper
- Know that outdoor playhouses had a central yard that opened to the sky; a raised stage sticking out into the yard; a roof over the stage, which was called 'the heavens'; a tiring house behind the stage with a backstage area, where actors dressed and waited to come on; galleried seating all around the yard, on several levels, which was roofed
- Know that on 29<sup>th</sup> June 1613 at a performance of Shakespeare's Henry VIII, some small cannons were fired, using gun powder and the thatched roof caught alight. The theatre burned down in about an hour. A second Globe was built on the same brick foundations as the first. It was the same size and shape but was much more extravagantly decorated-including a tiled roof
- Know that the Globe that is on the South Bank today is the third Globe and was built as close to the site of the old Globe as possible. It was completed in 1997
- Know that a huge amount of research was carried out to make the theatre as accurate a reproduction as possible. The same kind of wood was used and the same techniques and tools were used as in Shakespeare's time

<p><b>Who were the significant people at this time?</b></p>	<ul style="list-style-type: none"> <li>• Know that some changes had to be made to ensure that it was built safely and met modern regulations-there is a fire-retardant material under the thatched roof. Special permission had to be given for the thatched roof as there is a law against thatched buildings in London since the Great Fire in 1666</li> </ul> <ul style="list-style-type: none"> <li>• Find out about significant people in history who have lived in Southwark</li> </ul> <p><b>Mary Seacole</b>  <b>Use a range of sources to find out about the life and work of Mary Seacole, including:</b></p> <ul style="list-style-type: none"> <li>• Know that Mary Seacole was a British-Jamaican woman who overcame racial prejudice to help others</li> <li>• Know that she was born in 1805 in Kingston, Jamaica; her father was a Scottish soldier and her mother was a Jamaican doctress (a doctress was a healer who used African and Caribbean herbal remedies. Be able to identify features of Jamaica (links to previous learning)</li> <li>• Be able to place her date of birth on a timeline and discuss what life was like in Britain at that time (links to previous learning)</li> <li>• Know that Mary learned nursing skills from her mother, who ran a boarding house for injured soldiers</li> <li>• Know that in her lifetime there was a lot of racial prejudice and understand what that means</li> <li>• Know that Mary was well-educated and well-travelled</li> <li>• Know that Mary is most famous for traveling to the Crimea in 1855 to help care for British soldiers wounded in the war. The soldiers called her Mother Seacole</li> <li>• Know that in 1853m the Crimean War began and Mary wanted to help the soldiers</li> <li>• Know that she travelled to London to visit the War Office, she wanted to help with the work that Florence Nightingale (another nurse) had already started</li> <li>• Know that even though Mary had good references, her offer to help was turned down because she was black</li> <li>• Know that Mary decided that she would pay for herself to get to the Crimea. She set up her own hospital just two miles from the fighting</li> <li>• Know how Mary cared for the soldiers (with herbal remedies)</li> <li>• Know some of the remedies she used (boiled lemongrass for a fever; aloe vera to help heal cuts and wounds; ginger for diarrhoea; lemons for coughs and okra to heal boils)</li> <li>• Know that after the war Mary returned to Britain. She had no home and was in bad health</li> <li>• Know that the British people heard of Mary's good work and wanted to help her to raise money</li> <li>• Know that she was awarded medals and in 1857 a book was published about her life. It was an autobiography and was the first by a black woman in Britain</li> <li>• Know that there is a statue of Mary Seacole in Southwark to acknowledge her heroic efforts in helping British soldiers and her medical work</li> </ul> <p><b>William Shakespeare</b>  <b>Use a range of sources to find out about the life and work of William Shakespeare, including:</b></p> <ul style="list-style-type: none"> <li>• Know that Shakespeare is thought to have been born on April 23<sup>rd</sup> 1564 in Stratford upon Avon. Be able to place this on a timeline and know that this was before the Great Fire of London</li> <li>• Know that his exact date of birth is not known but he was baptised on April 26<sup>th</sup> and at that time people were often baptised three days after their birth</li> <li>• Know that it is thought that William was educated at King's New School in Stratford and that he came from a wealthy family</li> <li>• Know that he married in 1582 and had three children</li> <li>• Know that William arrived in London in the mid-1580s. When he first arrived in London, some historians believe that he worked as a horse attendant at some of London's theatres. By 1592 he was earning money as an actor and a playwright</li> <li>• know that the Lord Chamberlain's Men were an acting company that William became a managing partner of and William had started to sell some of his written work</li> <li>• Know that William and his business partners decided to build their own theatre-the Globe</li> </ul>
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	<ul style="list-style-type: none"> <li>• Know that Shakespeare write heart rendering plays called tragedies, and comedy plays. He acted in several of his own plays in front of Queen Elizabeth I</li> <li>• Know that he often included the themes of religion, love and monarchy in his plays</li> <li>• Know the names of some of his plays</li> </ul>
<b>What was life like then?</b>	<ul style="list-style-type: none"> <li>• Focussing on Victorian Southwark, compare pictures of places in Southwark in the past with photos of the same places now. Identify differences and how things have changed and moved on.</li> <li>• Discuss what the children think life would have been like then, using the photos to reason</li> <li>• Use sources to discuss how methods of travel have changed since the 1900s</li> <li>• Know about the jobs people did in Southwark in the past and discuss similarities and differences</li> <li>• Know what people did for entertainment in Southwark</li> </ul>
<b>How does this period of time effect today's world?</b>	<ul style="list-style-type: none"> <li>• Know of Shakespeare's legacy-we have over three hundred words and well-known phrases in the English language which he invented (barefaced, watchdog, bedazzled, well-read, lacklustre; eaten me out of house and home, seen better days, pound of flesh, tower of strength, wild goose chase, not slept one wink, as dead as a doornail, a sorry sight, a laughing stock, good riddance)</li> <li>• Know that as more people came to live in Southwark the landscape changed and more houses were built-including the houses that the children live in.</li> <li>• Know that there are still buildings in Southwark that were built many years ago and are still in use now. Be able to identify these buildings and know what they were used for in the past and how they are used now.</li> </ul>

## Art

### Year 2

#### Art: Painting

<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Know that artists are often inspired by the things around them or by emotions</li> <li>• Look at the work of Nathan Bowen and discuss what his inspiration might be</li> <li>• Discuss the medium he uses and understand the difference between street art and vandalism</li> <li>• Know that Nathan Bowen's work is inspired by know</li> <li>• Know that he is influenced by what he sees, hears, feels and then transforms that into energy into art</li> <li>• Experiment with different medium to explore responses to different emotions, things they hear, see and feel</li> <li>• Experient with bold colours and lines to create an image</li> <li>• Workshop with Nathan Bowen to create a piece of work</li> </ul>
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## Writing Outcomes

### Non-Fiction

Write a report about a significant building or person in history

### Fiction

Write a play Script of a scene from a known Shakespeare play