



This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.

## Y2 Unit Overview

# Where We Are in Place and Time

Students will be exploring the Theme: Where We Are in Place and Time as they inquire into the Central Idea: **'Knowing about the past helps us develop historical awareness.'** This unit provides students with the opportunity to discover and discuss their own personal history as well as their family histories. They will be able to see how some things change over time but some things remain the same (e.g. celebrations, entertainment) and that we can make connections between the past and present day. Students will have an opportunity to expand their research skills as we explore ways to find out about the past, from both primary and secondary sources. In our personal inquiries we will focus on develop the students ability to ask questions, plan and organise their research findings and choosing how to present what they found out to an audience.

**You may wish to support your child at home in the following ways:**

**Developing vocabulary:**



Key vocabulary used in this unit will be: change, connection, past, present, reflection, primary sources, secondary sources, evidence, future, decade, century, history, timeline, family, personal history, modern, difference

**Conceptual questions:**



*This unit will be addressed through the lens of **change, connection and reflection.** Over the next few weeks try to ask your child lots of questions to develop their ability to notice things that have changed over time. What things have changed and what things remain the same? Through the lens of connection take a look at how their family history has influenced their lives today. What connections can they make between the past and present? Finally, through the lens of reflection ask your child about the different ways we can find out about our past? Who can we ask? What information can we find? Is it a primary or secondary source of information? These questions, asked in any context, will support the work we do in school.*

**Fun things to do:**



*Look at artefacts from the past and discuss what they could have been used for e.g. Walkman, pottery, old cameras etc. Visit the Hong Kong history museum or one of the many other history museums in Hong Kong to look at artefacts from the past. Discuss your own personal and family histories. Share photographs and talk about how life has changed. Discuss different periods in history that children are interested in e.g. Ancient Egyptians, Dinosaurs, Medieval Knights, etc. Talk about how we know about these periods - What evidence is there?*

**Look for action:**



ACTION is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the unit of inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know! **Any action that you tell us about will be kept as part of your child's records.**





*Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:*

### **ENGLISH:**

The research component of this unit will extend the students' confidence in the reading of non-fiction texts, in particular re-visiting strategies e.g. inferring, skimming scanning and questioning. In addition, they will be prompted to make connections between personal experiences and storybook characters. Through speaking and listening students will gain skills of questioning as they design and conduct family interviews to find out about their family history. They will have plenty of opportunities to share and discuss artifacts they bring in, sharing personal experiences and continuing to develop their ability to speak confidently. In writing we will be exploring and writing a range of text types such as diaries, recounts and historical narratives.

### **MATHS**

This unit prompts students to delve into the concept of time, working in particular with timelines and dates. There will be a focus on Pattern and Function. The students will have opportunities to investigate, describe and represent patterns using numbers and other symbols. In data we will identify activities and familiar events that involve chance and describe them using appropriate vocabulary e.g. likely and unlikely.

### **SCIENCE**

Under the Social Studies strand 'continuity and change through time', students will identify changes she/he has undergone from birth to present (for example, discuss with classmates what change their families have undergone in their lifetimes), use primary sources (such as parents and grandparents) to identify reasons for documenting personal history, talk about the different ways in which family history can be documented and place events from his/her life in chronological order (for example, using personal photos).

### **CHINESE**

This term in some classes the topic of clothing and body parts will be included in Chinese. We will also have general discussion on personal change and family history. Radicals and structures of the characters that relate to the topics will be covered. End of year assessment will be conducted for all. Dragon Boat Festival will be discussed and celebrated with songs and games.

**Your child will learn best of all when school and home work as a team. If you have any questions at all please do not hesitate to contact us.**

