



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

In their sixth unit, the year 2 students will be inquiring into the Social Studies Strand **“Continuity and Change Through Time.”** The students will investigate the concepts of *history* and *continuity* through the central idea, **“Knowing about family history helps us understand the relationship between past and present.”** Through this unit the students will gain an understanding of their own family history, the experiences, belongings and events that help make up that history. They will also explore the differences and similarities between the past and the present, identifying which things have changed and which things have remained the same. Throughout the unit students will gain an awareness of the various ways the past is recorded and look at how things have changed in terms of how we can keep records of the past (i.e. photo albums, Facebook). This unit will help develop students as **communicators**. In order to become more knowledgeable about their own family history they will need to know who to talk to and who to ask to help them find out the necessary information. Students **enthusiasm** will also be required in this unit as they will need to put effort into presenting their learning to an audience. Along with these two dispositions, students will gain new research skills; **organising and interpreting data**. With the information they gain about their own history they will need to know how to organise that data as well as look at it to find patterns and trends.

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, continuity, history, primary sources, secondary sources, evidence, future, decade, century, timeline, family, personal history, modern, difference, events, artefacts, sequence, chronological order

Conceptual questions:



This unit will be addressed through the lens of **form, connection** and **change**. To help develop your children's understanding of the concept of form talk about the what events or belongings make up someone's family history. Do all family histories have certain features that are similar? To develop your child's concept of connection compare your personal history with your child's history. What connections do you both share in your histories (i.e. education, communication, fashion, entertainment). Talk about why some things change and some things remain the same (continuity). Finally, to develop the concept of change talk to your child about the way history has been conserved in the past (through photos, artefacts, story) and the differences in the way history can be conserved today (social media, video, digitally).

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. Help your child interview a grandparent so that he/she can compare three different generations. 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.**

“Success for Every Child”





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 both fiction and non-fiction texts, in particular developing strategies for making inference and questioning. These strategies will help the children look for clues within a text and ask questions when things are not clear in order to comprehend what is being read.

Through speaking and listening students will gain skills of questioning as they design and conduct interviews to find out about their family history. We will also focus on the use of grammatical rules when presenting information to an audience. They will have plenty of opportunities to share and discuss artefacts 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 within the genres of recount and narrative.

MATHS

Pattern and function and data handling will frame much of the maths we do throughout this unit of inquiry. In order for them to grasp the concept of history, time and timelines will be discussed.

Within the strand of pattern and function students will engage with the following outcomes:

- Identify and describe the inverse relationship between addition and subtraction
- Investigate, describe and represent patterns using numbers and other symbols
- Identify and describe patterns in odd and even numbers
- Recognise patterns in the number system and describe number patterns formed by skip counting

Within the strand of data handling students will expand on their ability to collect, interpret and represent data using different types of graphs.

SOCIAL STUDIES

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).

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.

