



# ASHCROFT INFANT AND NURSERY SCHOOL

KS1 Spring 2

## The Big Impact Makers



### Key Vocabulary

<b>artist</b>	A person who makes art.
<b>texture</b>	How something feels (rough, smooth, bumpy)
<b>pattern</b>	Something that repeats.
<b>portrait</b>	A picture of a person.
<b>leader</b>	Someone who guides others.
<b>explorer</b>	Someone who finds out about new places.
<b>inventor</b>	Someone who makes something new.
<b>hero/heroine</b>	Someone brave who helps others.
<b>rights</b>	Things all people should have (e.g. safety, a voice)
<b>peace</b>	When people are kind and not fighting.
<b>freedom</b>	Being able to make choices.
<b>equality</b>	Everyone being treated the same.

### Artist - Vincent Van Gogh

- Born on 30th March 1853 in the Netherlands.
- He loved to paint what he saw around him - like sunflowers, fields, tree and even himself.
- His paintings are full of colour.
- He did not become famous until after he died.




### Artist - Famous Paintings



**Starry Night**



**Vase with Fifteen Sunflowers**

<p><u>He had a big dream</u></p> <p>Martin dreamed of a world where children of all colours could play and learn together.</p> <p>He said:</p> <p><b>"I have a dream that one day... all children will play together."</b></p>	<p><u>He helped lots of people</u></p> <p>He worked hard to make life fairer for Black people and others who were being treated unfairly.</p> <p>He is remembered as a <b>hero.</b></p>	<p><b>Martin Luther King</b></p> 	<p><u>He believed in peace</u></p> <p>Martin didn't want to fight.</p> <p>He believed in using <b>peaceful ways</b> to make things better - like <b>marches, talking,</b> and <b>sharing ideas.</b></p>	<p><u>He helped change the rules</u></p> <p>At the time, some people weren't allowed to sit in the same places, go to the same schools, or use the same things just because of their skin colour.</p> <p>Martin helped change these unfair rules.</p>
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The Big Questions	
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> </ol>	<p>What makes someone brave?</p> <p>How did Martin Luther King help make the world a fairer place and why do we remember him today?</p> <p>Can one person change the world and how can people make a difference?</p> <p>How can we solve problems without fighting?</p> <p>What can art tell us about someone feels?</p> <p>Can colours show emotions?</p> <p>What makes someone and artist?</p> <p>Why do we still love Van Gogh's paintings today?</p> <p>Why do we still remember people from the past?</p>

Intended Knowledge
<ul style="list-style-type: none"> <li>• People can make a difference in the world through their <b>words, actions, and creativity.</b></li> <li>• Some people are remembered in history because they <b>changed things for the better.</b></li> <li>• Art and speech can both be powerful ways to <b>share ideas, express feelings, and inspire others.</b></li> <li>• <b>Everyone has the power</b> to be kind, stand up for others, and express themselves in creative ways.</li> <li>• Learning about people from the past helps us understand the <b>present</b> and <b>how we can shape the future.</b></li> <li>• Art can be <b>looked at, talked about, and thought about.</b> We can share ideas about what we like or notice.</li> </ul>

## Year 1

### Key Skills (National Curriculum)

#### Art - Knowledge of Artists and Designers

I can **describe** what I can see and give **opinions** about the work of an artist.

#### Art - Evaluate and analyse creative works

I can ask **questions** about a piece of art.

#### Art - Sources of Evidence

I know that photographs and people's memories can help us **learn about the past**.

#### Art - Sources of Evidence

I can explain how specific **artefacts** help us to learn about the past.

#### History - Time

I understand the concept of **past, present and future**.

#### History - Time

I can use simple vocabulary to describe the passing of time, e.g. **long ago, now, then, etc.**

#### History - Historical Change

I can describe the life of a **person in history**.

## Year 2

### Key Skills (National Curriculum)

#### Art - Knowledge of Artists and Designers

I can suggest how artists have used **colour, pattern and shape**. I can discuss the techniques used by artists.

#### Art - Evaluate and analyse creative works

I can **ask questions** about a piece of art.

#### Art - Evaluate and analyse creative works

I can talk about **similarities and differences** between my own and others artwork.

#### Art - Sources of Evidence

I can ask and answer questions about the **past**.

#### Art - Sources of Evidence

I can recognise the importance of real **sources and evidence** to help us to understand events in the past.

#### History - Time

I know the significance of **national/global** events beyond **living memory**.

#### History - Historical Change

I can compare the achievements of **significant individuals** in different periods of history

#### History - Historical Change

I know the importance of **national/global** individuals in history and the reason they are important.