

## Year 2 Knowledge and Skills

### History



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	BRIGHT LIGHTS, BIG CITY		TOWERS, TUNNELS AND TURRESTS		AROUND THE WORLD	

<b>KS1 Areas of study</b>	<p><b>AOS-1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b></p> <p><b>AOS-2 Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</b></p> <p><b>AOS-3 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] – William the Conqueror</b></p> <p><b>AOS-4 Significant historical events, people and places in their own locality.</b></p>
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Explain why people may have acted the way they did using evidence.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past.</p> <p>Compare similarities and differences to the way of life to the Year 1 topic.</p>
<b>Historical enquiry</b>	<p>Identify different ways in which the past is represented, objects, pictures, artefacts.</p> <p>Explore events and ask questions about the topic. E.g. "How do you know this is from the past?" or "What do you think people were doing? Use evidence."</p> <p>Compare similarities and differences to the way of life to the Year 1 topic.</p>
<b>Chronological Understanding</b>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to other people in the past.</p> <p>Order a set of events.</p> <p>Use a timeline to place important events in chronological order. Use words and phrases such as: fortnight, century, decade, now</p> <p>Using the timeline, make connections and links to year 1 topic understanding why it is a different period of time.</p>
<b>Historical interpretation</b>	<p>Make comparisons by looking at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Make links to year 1 topic. E.g. Similarities and differences between year 1 and 2 topic using evidence.</p>
<b>Organisation and Communication</b>	<p>Sort events or objects into groups looking at the past and present.</p> <p>Use timelines to order events or objects chronologically</p> <p>Summarise events that have happened in the past.</p> <p>Make connections and links to year 1 topic.</p>

## Year 2 Knowledge and Skills



### Geography

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Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

<b>Locational Knowledge</b>	LK1 name and locate the world's 7 continents and 5 oceans
<b>Place Knowledge</b>	PK1 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
<b>Human &amp; Physical Geography</b>	HPG1: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles HPG2: use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- key physical features: including: <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b></li> <li>- key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop</b></li> </ul>
<b>Geographical Skills &amp; Field work</b>	GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map GSF3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

<b>Objectives to be weaved throughout KS1 &amp; LKS2</b>	GES1: Ask geographical questions [i.e. 'What is it like to live in this place?'] GES2: Observe and record [i.e. identify buildings in street and complete a chart] GES3: Express their own views about people, places and environments [i.e. about litter in the school] GES4: Communicate in different ways including through numerical and quantitative skills, maps and pictures. GES5: Communicate understanding through writing at length. GES6: Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] GES7: Use fieldwork skills [i.e. recording info on a school plan or local area map] GES8: Use globes, maps, plans at a range of scales [i.e. following a route on a map] GES9: Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] GES10: Make maps and plans [i.e. a pictorial map of a place in a story].
<b>Geographical enquiry</b>	



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### Art

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#### KEY STAGE 1 SKILLS

<b>Work of Artists</b>	A1 study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms A2 evaluate and analyse creative works using the language of art, craft and design.
<b>Exploring and evaluating ideas</b>	E1 record and explore ideas from first hand observations E2 ask and answer questions about starting points for their work E3 develop and share their ideas, try things out and make changes E4 describe the differences and similarities between different practices and disciplines, and making links to their own work. E5 think critically about their art and design work.
<b>Drawing</b>	D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks D2 draw lines and shapes from observations using different surfaces D3 invent lines and shapes in drawing D4 investigate tone by drawing light/dark lines, patterns and shapes D5 investigate pattern and texture by describing, naming, rubbing and copying
<b>Digital media</b>	DM1 explore ideas using digital sources i.e. internet, ipads DM2 record visual information digitally DM3 use a simple graphics package to create images and effects with lines, shapes, colour and texture
<b>3D design</b>	3D3 work safely with materials and tools 3D4 experiment with constructing and joining recycled, natural and manmade materials
<b>Painting</b>	P1 use a variety of tools and techniques i.e. brush sizes and types P2 mix and match colours to artefacts and objects P3 work on different scales P5 name and mix primary colours, shades and tones
<b>Printing</b>	
<b>Textiles</b>	T1 choose fabrics/threads based on colour, texture and shape T2 cut and shape fabric using scissors/snips T3 apply shapes with glue or stitching
<b>Collage</b>	C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour C3 arrange and glue materials to different backgrounds C4 fold, crumple, tear and overlap papers

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### Design & Technology

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<b>Designing – Understanding contexts, users and purposes</b>	<p>D1 work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</p> <p>D2 state what products they are making</p> <p>D3 say whether their products are for themselves or other users</p> <p>D4 describe what their products are for</p> <p>D5 say how their products will work</p> <p>D6 say how they will make their products suitable for their intended users</p> <p>D7 use simple design criteria to help develop their ideas</p>
<b>Designing - Generating, developing, modelling and communicating ideas</b>	<p>D8 generate ideas by drawing on their own experiences</p> <p>D9 use knowledge of existing products to help come up with ideas</p> <p>D10 develop and communicate ideas by talking and drawing</p> <p>D11 model ideas by exploring materials, components and construction kits and by making templates and mockups</p> <p>D12 use ICT, where appropriate, to develop and communicate their ideas</p>
<b>Making - Planning</b>	<p>M1 plan by suggesting what to do next</p> <p>M2 select from a range of tools and equipment, explaining their choices</p> <p>M3 select from a range of materials and components according to their characteristics</p>
<b>Making – Practical skills and Activities</b>	<p>M4 follow procedures for safety and hygiene</p> <p>M5 use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</p> <p>M6 measure, mark out, cut and shape materials and components</p> <p>M7 assemble, join and combine materials and components</p> <p>M8 use finishing techniques, including those from art and design</p>
<b>Technical knowledge – Making products work</b>	<p>T1 about the simple working characteristics of materials and components</p> <p>T2 about the movement of simple mechanisms such as levers, sliders, wheels and axles</p> <p>T3 how freestanding structures can be made stronger, stiffer and more stable</p> <p>T4 that a 3-D textiles product can be assembled from two identical fabric shape</p> <p>T5 that food ingredients should be combined according to their sensory characteristics</p> <p>T6 the correct technical vocabulary for the projects they are undertaking</p>
<b>Evaluating – Own Ideas and Products</b>	<p>E1 talk about their design ideas and what they are making</p> <p>E2 make simple judgements about their products and ideas against design criteria</p> <p>E3 suggest how their products could be improved</p>
<b>Evaluating – Existing Products</b>	<p>E4 explore what products are and who or what they are for.</p> <p>E5 explore how products work and how or where they might be used.</p> <p>E6 explore what materials products are made from</p> <p>E7 explore what they like and dislike about products</p>
<b>Cooking and Nutrition – Where food comes from</b>	<p>C1 that all food comes from plants or animals</p> <p>C2 that food has to be farmed, grown elsewhere (e.g. home) or caught</p>
<b>Cooking and nutrition – Food preparation, cooking and nutrition</b>	<p>C1 that all food comes from plants or animals</p> <p>C2 that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>Cooking and nutrition – Food preparation, cooking and nutrition</p> <p>C3 how to name and sort foods into the five groups in The Eatwell Plate</p> <p>C4 that everyone should eat at least five portions of fruit and vegetables every day</p> <p>C5 how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>C6 how to use techniques such as cutting, peeling and grating</p>