



**USWORTH COLLIERY
PRIMARY SCHOOL**

YEAR 2

**KEY SKILLS, KNOWLEDGE
& UNDERSTANDING**

**CURRICULUM
COVERAGE 2020-2021**

SCIENCE

Year 1& 2	Working Scientifically <ul style="list-style-type: none">• Explore the world around them and raise their own simple questions Experience different types of science enquiries, including practical activities Begin to recognise and make suggestions of different ways in which they might answer scientific questions• Use their senses and simple equipment to make observations, observing changes over time.• Carry out simple tests• Use simple features to compare objects, materials and living things and decide how to sort and group them• Ask people questions and use simple secondary sources to find answers• With guidance, they should begin to notice patterns and relationships and use their observations and ideas to suggest answers to further questions• Use simple measurements and simple equipment (e.g. hand lenses, egg timers) to gather data• Record simple data (using charts, tables, pictures, labels and captions).• To explain and talk about what they have found out and how they found it out.• Beginning to answer some scientific questions with a simple reason.• Begin to say whether things happened as they expected and if not why not.• With help, they should record and communicate their findings in a range of ways and begin to use simple scientific vocabulary (written, diagrams, charts, pictures, tables, ICT and verbally)
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Year 2	Plants <ul style="list-style-type: none">• Observes and describes how seeds and bulbs grow into mature plants.• Finds out and describes what plants need to survive (water, light, correct environment and a suitable temperature)• Explain that plants grow and reproduce in different ways.• Could work scientifically by: observing and recording the growth of plants over time and at different stages of growth• Could work scientifically by: setting up comparative tests showing that plants need water and light to stay healthy Animals and Humans <ul style="list-style-type: none">• Finds out about and describes the basic needs of animals, including humans, for survival (water, food and air).• Explain that animals, including humans, have off- spring which grow into adults and begin to think about why they reproduce• Begin to notice that animals reproduce in different ways• Describe the life cycle of some living things. (e.g. egg, chick, chicken)• Describes the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.• Could work scientifically by: observing and measuring first hand or through photographs how animals and humans grow Materials <ul style="list-style-type: none">• Describe and compare the simple physical properties of a variety of everyday materials.• Explain the difference between transparent, translucent or opaque• Finds out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
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- Identify which materials cannot be changed back after being bent, stretched or twisted etc
- Identifies and compares the uses and suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out about people who developed useful new materials. (John Dunlop, Charles Macintosh, John McAdam)
- Could work scientifically by: Comparing uses of materials found at school and in other places (home, in stories etc)

Living Things and Their Habitats

- Explores, identifies and compares things that are living, dead or have never been alive
- Describes different habitats and matches certain plants and animals to their habitats based on the characteristics of the living thing that helps it survive there.
- Identifies that most living things live in habitats to which they are suited and cater for the basic needs of different kinds of animals and plants
- Describes how animals obtain their food from plants and other animals by constructing simple food chains
- Identifies and names different sources of food.
- Could work scientifically by: describing conditions in different habitats and finding out how it changes the number of living things are there.

WHOLE SCHOOL GEOGRAPHY OVERVIEW

Each topic will cover these 4 elements of geographical knowledge

- **Locational knowledge**
Continent, hemisphere, position in relation to Equator, ocean, sea, major cities topographical features, land use (and change of land use) time zone
- **Human geography**
Types of settlement and land use economic acuity including trade links distribution of natural resources including energy food minerals and water
- **Physical geography**
Climate zones, biomes and vegetation belts, rivers mountains, volcano earthquakes and the water cycle
- **Environmental Impact/Effect**
The effect of human behaviour on this location. Considering how and why it is changing, how the place compares with other places, what it could be like in the future and what can we could do to influence change?

The teaching of Fieldwork skills will be embedded within each topic.

- **Fieldwork Skills KS1**
Use maps, atlases and globes, use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks, devise a map and use and construct basic symbols in a key.

Year 2

Map reading – I live in the United Kingdom

- **Locational knowledge** – Tyne and Wear, North East, UK, four countries and capital cities of the UK, North, South, East and West. Use locational and directional language to describe where we live. Use compass directions when describing our location on a map of the UK.
- **Human geography** – read maps to locate cities, towns, villages, farms, harbours. Follow a map in local area – shops, factories. Use aerial photographs to recognise landmarks.
- **Physical geography** – What is the land use, what does the area look like? Physical features around the school.
- **Environmental Impact/Effect** – Bush fires, coral reef habitats

A small area of the UK and of a small area in a contrasting non-European country- India

- **Locational knowledge** – continents, oceans, cities, identify features on a map. Use compass directions.
- **Human geography** what amenities are in the areas, transport, landmarks, factories how do they differ?
- **Physical geography** – are there any green spaces, beach, cliffs, coast, forest, river, sea, vegetation, landmarks how do they differ?
- **Environmental Impact/Effect** –. Tourism, plastic pollution

Australia

- **Locational knowledge** – locate on a map and a globe, continents, surrounding oceans, use compass directions and directional language throughout.
- **Human geography** – impact tourism on coral reef. Port, harbour, shops, population in different parts of Australia, daily life of adults and children. What do the buildings and houses look like and how do they differ to ours?
- **Physical geography** – What is the land use, what does the area look like? diverse landscape and climate
- **Environmental Impact/Effect** – Bush fires, coral reef habitats

GEOGRAPHY

Year 2	<p>Geographical Enquiry</p> <ul style="list-style-type: none">• Label a diagram or photograph using some geographical words.• Find out about a locality by using different sources of evidence.• Find out about a locality by asking some relevant questions to someone else.• Say what they like and don't like about my locality and another locality like the seaside. <p>Physical</p> <ul style="list-style-type: none">• Describe some physical features of my own locality.• Describe a place outside Europe using geographical words.• Know the difference between a place in England and a small place in a non-European county.• Identify and describe the key features of a place: lake, river, beach, coast, forest, hill, mountain, ocean, valley. <p>Human</p> <ul style="list-style-type: none">• Describe some human features of my own locality, such as the jobs people do.• Explain how the jobs people do may be different in different parts of the world.• Talk about the positive and negative impact humans have on an area.• Explain what facilities a town or village might need• Explain the advantages and disadvantages of living in a city or village. <p>Geographical Knowledge</p> <ul style="list-style-type: none">• Name the continents of the world and find them in an atlas.• Name the world's oceans and find them in an atlas.• Name the major cities of England, Wales, Scotland and Ireland.• Find where they live on a map of the UK.• Know and use the terminologies: left and right; below, next to
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WHOLE SCHOOL HISTORY OVERVIEW

When teaching each historical era, the 7 key history skills must be taught for each one.

- Constructing the Past
- Sequencing the Past/Chronology
- Continuity and Change
- Cause and Effect
- Significance and Interpretation
- Historical Enquiry
- Using Sources as Evidence

In each era children will learn about and compare some or all of the following historical themes

- Achievements (scientific and cultural)
- Housing and architecture
- Society (politics and class)
- Food Farming and Trade
- Entertainment
- Beliefs
- Weapons and warfare

HISTORY

Year 2 Autumn	<p><i>Are Playstations more fun than my grandparent's toys? (temporary to account for missed learning due to lockdown. To be replaced with Castles, Queens, Kings and Knights from 2021 (Mr T))</i></p> <p>Changes within living memory: When my great grandparents were young – toys</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Changes in technology in last 50 years • Entertainment Toys and technology, recreational activities <p>Constructing the Past</p> <ul style="list-style-type: none"> • Identify that events have happened in the past – I was born, I started school, Last Christmas etc. • Identify that things from the past might be different to those today – e.g. houses, cars, games etc. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Identify that events from the past may have occurred over a greater period than their lifetime. How long were grandparents at school for? How long have parents/teachers been married (not to each other) etc. • Sequence artefacts in chronological order – toys, technology, fashion etc. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify that changes have happened in history that have had an impact on our lives – How was life different now to when your grandparents were 6? • Identify that some things have stayed the same – grandparents all went to school in the past; they all had similar lessons. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic. • Begin to identify some ways that we can find out about the past – stories, pictures, objects <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Understand that items can tell us about someone or something. – Family photographs, heirlooms etc. • Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. (sorting artefacts/toys into 'what did my teacher play with? what did her parents play with and what their grandparents play with?)
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<p>Year 2</p> <p>Autumn (first two weeks after half term)</p>	<p>Why do we remember them? (short topic -2 weeks)</p> <p>Local history - Significant event: Remembrance Day</p> <ul style="list-style-type: none"> • Society (local people sacrificing themselves for their country) • Entertainment - wartime songs • Weapons and warfare- battlefield, guns, trenches <p>Constructing the Past</p> <ul style="list-style-type: none"> • Identify that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – RAF Usworth. What would life be like without sacrifice of others? <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Identify how periods of time can impact on individuals and events – What was life like in WW1 – soldiers, family back home <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identifying WHY some things have stayed the same throughout history – People still disagree and there are still wars <p>Cause and Effect</p> <ul style="list-style-type: none"> • Identifying that certain events and individuals have had major consequences in history – Impact of world wars on people’s lives.
<p>Year 2</p> <p>Spring</p>	<p>How did a baker burn down an entire city?</p> <p>Significant historical events- people and places in their own locality- Great Fire of London & Fire Newcastle and Gateshead</p> <ul style="list-style-type: none"> • Achievements London rebuilt and introduction of fire safety and fire brigade • Housing and architecture: Before the fire building materials Rebuilding of London change in building materials after fire <p>Weapons and warfare Gunpowder used to stop the fire</p> <p>Constructing the Past</p> <ul style="list-style-type: none"> • Identify that significant events and individuals from the past have helped shaped the present locally, nationally and internationally –Great fire – building regs, city design etc. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Identify and compare periods of time – How was life in 1666 different from now? • Order events on a timeline, giving reasons for their choices – events leading up to and following Great Fire <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identifying that changes throughout history have had important consequences – housing safety & fire service • Identifying WHY some things have stayed the same throughout history – people living in towns/cities – wouldn’t it be safer to live in a cave in the middle of nowhere? <p>Cause and Effect</p> <ul style="list-style-type: none"> • Identifying that certain events have significant consequences – what were the key causes of the great fire? <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Who was to blame for the great fires? Guided enquiry using knowledge from topic. • Make semi-independent decisions and use evidence provided to justify <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Understand the difference between primary and secondary sources • Make reasoned interpretations about individuals and events by using a small selection of focused sources • Begin to distinguish between fact and opinion –photos, accounts and stories
<p>Year 2</p> <p>Summer</p>	<p>Did a Cook really discover Australia?</p> <p>Significant individuals in the past who have contributed to national and international achievements – James Cook.</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Cartography Discovery of East Coast Australia, Newfoundland New Zealand coastlines Crossing the Antarctic circle and travelling to places unknown • Society (politics and class) The growth of the Empire, Life in the Royal Navy, Royal Society • Weapons and warfare. The ships of the 1700’s. The British Navy and its importance in this era

Constructing the Past

- Identify that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Can you imagine a time when people didn't know what was on the other side of the world?

Sequencing the Past/Chronology

- Identify and compare periods of time – Captain Cook and George Stephenson similarities and differences of the era.
- Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Captain Cook voyaged around the world because not much was known and new ships allowed them to.' Why didn't we go to space before Australia?

Continuity and Change

- Identifying that changes throughout history have had important consequences – What
- Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc. Plans to go to Mars etc. People trying to make houses safer.

Cause and Effect

- Identifying that certain events and individuals have had major consequences in history – Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc. What would Australia be like if Cook had not discovered it? Aborigines?

Significance and Interpretation

- Identify why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact.
- Identify that certain individuals and events have had an impact locally, nationally and internationally – Captain Cook and his voyages – why did he go? What was Britain trying to do? Growth of empire.

Historical Enquiry

- What was Captain Cook's biggest achievement? Guided enquiry using knowledge from topic.
- Make semi-independent decisions and use evidence provided to justify

Using Sources as Evidence

- Understand the difference between primary and secondary sources
- Make reasoned interpretations about individuals and events by using a small selection of focused sources
- Begin to distinguish between fact and opinion –photos, accounts and stories

ICT

Year 2	<p>Programming</p> <ul style="list-style-type: none">• Use forwards, backwards, up and down within a sequence of instructions.• Use repeat in my instructions.• Use right angle turns.• Complete a simple program and predict what the results will be.• Test and change my instructions.• Use simulations to investigate a question by making different choices.• Know what a sensor is and how they are used in real life. <p>Handling Data</p> <ul style="list-style-type: none">• Understand what a database is.• Compare databases on the computer with databases on paper.• Enter information into a prepared database and use it to answer questions.• Sort and classify information on screen by four criteria (Carroll diagram). <p>E-communication</p> <ul style="list-style-type: none">• Send and reply to messages sent by a safe partner (within school).• Follow simple rules when sending messages, including how to keep myself safe. <p>Key Skills</p> <ul style="list-style-type: none">• Type a piece of work (word process) using the return and enter key to leave gaps (line breaks) between sections.• Edit my work (insert/delete a word)• Highlight text to change its format (B, U, I).• Copy and paste pictures and text using right click or HOME.• Use the caps lock key to add capital letters.• Sav and load pieces of work by either going to the correct folder and double clicking or using file. <p>Multimedia Production</p> <ul style="list-style-type: none">• Experiment with sound, text, WordArt and pictures within a program (including slideshows).• Use the shape tools, flood fill, straight line tools and spray effect to build up pictures and effects.• Create a repeating pattern using stamps or copy tool.• Insert sounds into a piece of work.• Capture still and moving images. <p>Using the internet</p> <ul style="list-style-type: none">• Use shortcuts to open pre-chosen websites and find information to answer simple questions.• Use an index and hyperlinks to locate information.• Copy and paste information to answer simple questions. <p>E-safety</p> <ul style="list-style-type: none">• Recognise advertising on websites and learn to ignore it.• Follow the school rules when being online and using technology.• Know that personal information should not be shared online.• Know how to report something bad that I find online.• Understand what cyber bullying is and what to do if it happens.
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MUSIC

Year 2	<p>Performing</p> <ul style="list-style-type: none">• Sing and follow the melody (tune).• Sing accurately at a given pitch.• Perform simple patterns and accompaniments keeping a steady pulse.• Perform with others.• Play simple rhythmic patterns on an instrument.• Sing/clap a pulse increasing or decreasing in tempo. <p>Composing</p> <ul style="list-style-type: none">• Know what a crochet is.• Know what a crochet rest is.• Use symbols to represent sounds.• Make connections between notations and musical sounds. <p>Appraising</p> <ul style="list-style-type: none">• Improve my own work.• Listen out for particular things when listening to music.
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ART

Year 2

Drawing

- Use three different grades of pencil in my drawing (4B, 8B, HB).
- Use charcoal, pencil and pastels.
- Create different tones using light and dark.
- Show patterns and texture in my drawings.
- Use a viewfinder to focus on a specific part of an artefact before drawing it.

Painting

- Mix paint to create all the secondary colours.
- Mix and match colours, predict outcomes.
- Mix my own brown with paint.
- Make tints by adding white.
- Make tones by adding black.

Printing

- Create a print using pressing, rolling, rubbing and stamping.
- Create a print like a designer.

Textiles/ 3D

- Make a clay pot.
- Add line and shape to my work.
- Join fabric using glue.
- Sew fabrics together.

Collage

- Create individual and group collages.
- Use different kinds of materials on my collage and explain why I have chosen them.
- Use repeated patterns in my collage.

Sketchbooks

- Begin to demonstrate my ideas through photographs and in my sketch books.
- Set out my ideas, using 'annotation' in my sketch books.
- Keep notes in my sketch books as to how I have changed my work.

Use of it

- Create a picture independently.
- Use simple IT mark-making tools, e.g. brush and pen tools.
- Edit my own work.

Knowledge

- Link colours to natural and man-made objects.
- Say how other artist/craft maker/designer have used colour, pattern and shape.
- Create a piece of work in response to another artist's work.

DT

Year 2	<p>Developing, planning & communicating ideas</p> <ul style="list-style-type: none">• Think of ideas and plan what to do next.• Choose the best tools and materials. I can give a reason why these are best.• Describe my design by using pictures, diagrams, models and words. <p>Evaluating processes & products</p> <ul style="list-style-type: none">• Explain what went well with their work.• Explain what should be improved.• Make their model stronger and more stable• Use wheels and axles, when appropriate to do so. <p>Working with tools, equipment, materials & components</p> <ul style="list-style-type: none">• Join things (materials/ components) together in different ways. <p>Cooking & Nutrition</p> <ul style="list-style-type: none">• Describe the properties of the ingredients used when making a dish or cake.• Explain what it means to be hygienic.• Be hygienic in the kitchen.• Weigh ingredients to use in a recipe.• Cut food safely.• Describe the texture of foods.• Wash my hands and make sure that surfaces are clean.• Think of interesting ways of decorating food I have made, eg, cakes <p>Textiles</p> <ul style="list-style-type: none">• Measure textiles.• Join textiles together to make something.• Cut textiles.• Explain why I chose a certain textile. <p>Use of materials</p> <ul style="list-style-type: none">• Measure materials to use in a model or structure.• Join material in different ways.• Joining, folding or rolling to make it stronger.• Choose tools and materials and explain why they have chosen them. <p>Construction</p> <ul style="list-style-type: none">• Make sensible choices as to which material to use for my constructions.• Develop my own ideas from initial starting points.• Incorporate some type of movement into models.• Consider how to improve my construction.
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RE

Year 2	<p>Knowledge & Understanding of Religion</p> <ul style="list-style-type: none">• Identify some beliefs and features of religion.• Identify the importance of religious beliefs and features for some people.• Show awareness of similarities in religions including ceremonies of commitment.• Retell religious stories.• Suggest meanings for religious actions and symbols.• Identify how religion is expressed in different ways.• Explain why the bible is important to Christians <p>Critical Thinking</p> <ul style="list-style-type: none">• Express their views in response to religious materials.• Give simple reasons to support their views in response to religious materials• Recognise that some questions cause people to wonder and are difficult to answer. <p>Personal Reflection</p> <ul style="list-style-type: none">• Reflect on their own feelings, ideas and values in relation to religious materials.• Show an awareness of the experiences and feelings of others in response to religious materials.• Reflect on what influences them.• Make links between aspects of their own and others' experience
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PSHCE

Year 2	<p>Me and My Relationships</p> <ul style="list-style-type: none">• Know ways that I can get help, if I am being bullied and what I can do if someone teases me.• Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.• Describe some classroom rules we have made together• Give ideas about what makes a good friend and describe how I try to be a good friend.• Express my feelings in a safe, controlled way. <p>Valuing Difference</p> <ul style="list-style-type: none">• Explain how I could help myself if I was being left out.• Recognise if someone else is being left out, and I can say some ways I could help them• Give examples of good listening skills and explain why listening skills help us to understand a different point of view. <p>Keeping Myself Safe</p> <ul style="list-style-type: none">• Give examples of safe and unsafe secrets and describe of safe people who can help if something feels wrong.• Give examples of the touches I like and those I don't like.• Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.• Explain what medicines are for.• Explain that they can be helpful or harmful, and give examples of how they can be used safely. <p>Rights and Responsibilities</p> <ul style="list-style-type: none">• Give examples of things that help me to be settled and calm in the classroom.• Give examples of when I've used some of these ideas to help me when I am not settled. <p>Being my Best</p> <ul style="list-style-type: none">• Describe things that I can do to help keep me healthy.• Name different parts of my body that are <i>inside</i> me and help to turn food into energy.• Know what I need to get energy• Explain how setting a goal will help me to achieve what I want to be able to do. <p>Growing and Changing</p> <ul style="list-style-type: none">• Describe things that help us grow (e.g. food, rest and sleep, care).• Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.• Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).• Give examples of how to give support to someone.• Give examples of how to give feedback to someone.
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