

## Year 2 (2022-2023)

**Autumn**  
**Apollo 11**

**Katherine Johnson & Neil Armstrong**  
The Way Back Home by Oliver Jeffers

**Spring**

**What A Wonderful World!**  
**Continents, Oceans, Hot & Cold Areas**  
The Great Explorer by Chris Judge

**Summer**  
**Deadly 60!**

**Plants, Animals & Insects**  
The Selfish Crocodile by Faustin Charles

Anything written in black is only taught in your year group

Anything written in grey is repeated in another year group

The theme stems from anything highlighted in grey

| History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | D+T                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>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].</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Know where the people and events they study fit within a chronological framework</li> </ul> | <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</li> </ul> | <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information</li> </ul> | <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting (watercolours/colour mixing) and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, texture, shape, form and space</li> <li>to learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> <ul style="list-style-type: none"> <li>Jackson Pollock (Abstract Art)</li> <li>Edward Wilson (Antarctic Drawings and Watercolours)</li> <li>Sophie Ryder &amp; Henry Moore (Clay Sculptures)</li> </ul> | <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul> |

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| <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>Find out about the past from a range of sources and experiences</li> </ul> <p><b>Communicating Knowledge and Understanding of history</b></p> <ul style="list-style-type: none"> <li>To use a wide vocabulary of everyday historical terms.</li> </ul> | <p>continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> | <p>and communication technology</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> |  | <ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> |
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