

CLASS 2			
	Autumn Term	Spring Term	Summer Term
Year A	<p>Food Glorious Food</p> <p>Geography Place knowledge □ 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</p> <p>Geographical skills and fieldwork □ 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</p> <p>DT Look at different foods and cooking. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. See NC overview of objectives for KS1</p> <p>DT Create food packages See NC overview of objectives for KS1</p> <p>Art- □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>History The lives of significant individuals in the past who have contributed to national and international achievements. <i>Mary Anning</i> □ events beyond living memory that are significant nationally or globally [for example, <i>the Great Fire of London</i>, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 (<i>Comparison of significant individuals in the past</i>) Significant historical events, people and places in their own locality. <i>Thomas Clarkson, Octavia Hill</i></p> <p>Art Look at an artist recreate in the style □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>History Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life □ events beyond living memory that are significant nationally or globally [for example, the <i>Great Fire of London</i>, <i>the first aeroplane flight or events commemorated through festivals or anniversaries</i>]</p> <p>Geography</p> <p>Locational Knowledge name and locate the world's seven continents and five oceans</p> <p>Place knowledge 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</p> <p>Human and physical geography □ 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 □ use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

			<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use world maps, atlases and globes to identify the United Kingdom <p>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</p> <ul style="list-style-type: none"> □ 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 <p>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</p> <p>Art Seascapes</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
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Year B	Turrets and Tiaras	Planes, Trains and Automobiles	Miniscule
	<p>History 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 Elizabeth I and Queen Victoria, King Arthur</p> <p>Geography Location knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>DT— See NC overview of objectives for KS1</p>	<p>History Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>□ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]</p> <p>□ 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]</p> <p>Geography</p> <p>Geographical skills and fieldwork □ use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p> <p>□ 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</p> <p>Human and physical geography □ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and</p>	<p>Science based topic- see overview</p> <p>Geography- Climates, sustainability and habitats around the world and locally</p> <p>Human and physical geography 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 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. □ 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</p> <p>Geographical skills and fieldwork □ 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</p> <p>DT Make an insect hotel See NC overview of objectives for KS1</p> <p>Art-close observation drawings. Pattern in the natural world □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Art Collage- of the seasons □ to use a range of materials creatively to design and make products</p>

		<p>cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none">□ use basic geographical vocabulary to refer to:□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>DT Make a rocket for space. See NC overview of objectives for KS1</p> <p>Art Collage exploring materials- different modes transport Pupils should be taught: □ to use a range of materials creatively to design and make products</p>	
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