

YEAR 2 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
Through the Fire and the Flames	<p>Communicating Historically Use words phrases such as: years, decades and centuries to describe the passing of time. Show the understanding of a nation and the nation's history To make contributions to historical learning.</p> <p>Understanding Chronology Place events and artefacts and historical figures on a timeline – Using decades/centuries. Label time lines with dates and titles Recount changes that have happened in their own lifetimes and beyond.</p> <p>Interpreting the Past Ask and answer questions like: What was it like for men women and children? What happened? How long ago was this? Why is it important? Use presented pictures, stories, online sources and databases to find out about the past. (Linked to GR session too) Identify the different ways the past has been represented and suggest ways we could find out about the past. To begin to link the events of the past with present day.</p> <p>An Overview of World History -Name and describe significant figures and events from studied time periods. Recognise that there are reasons why people in the past acted the way they did.</p>	<p>To Communicate Geographically -Use compass directions – (North South, East, West,) and locational language (near, far) to describe the location of features on simple maps. -Devise a simple map – Use and construct class agreed basic symbols in a key. Use simple grid references (A1, B1)</p> <p>To Investigate Places -Use world maps, atlases and globes to identify the United Kingdom and its countries. -Use aerial images and plan perspectives to recognise landmarks and basic physical features. (London) -Name, locate and identify the four countries and capital cities of the United kingdom</p>	<p>To Master Techniques Drawing – Line, tone and shade – Pen, ink and charcoal. -Draw lines of different sizes and thickness. -Show pattern and texture by using dots, lines and strokes.</p> <p>To Develop Ideas -Respond to ideas and starting points.</p> <p>To Take Inspiration from Other Artists -To practice the processes and techniques of masters -Describe and comment on the work of notable artists, artisans and designers (Un known artist)</p>	<p>To Master Practical Skills Food -Measure or weigh using measuring cups or electronic scales. -Assemble or cook ingredients.</p>
Green Fingers		<p>To Communicate Geographically KEY PHYSICAL FEATURES: Including: Beach, rivers, coast, ocean, forest and woodland, hill, mountain, river, valley, vegetation, country, continent.</p>	<p>To Master Techniques Colours/ tints and tones – Painting -Show different tones using coloured pencil (and water colour pencils)</p> <p>To Develop Ideas -Respond to ideas and starting points. -Explore ideas and collect visual information.</p>	<p>To Master Practical Skills Materials -Demonstrate a joining technique (clay). -Demonstrate a range of cutting and shaping techniques (cutting, folding, shaping, and rolling). To Design, Make, Evaluate and Improve</p>

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

			<p>-To Take Inspiration from Other Artists Describe and comment on the work of notable artists, artisans and designers (Georgia O’Keeffe) -Use some of the ideas of artists studied to create work.</p>	<p>Design products that have purpose and an intended user. Make products refining techniques as you progress Evaluate the effectiveness of your product and suggest improvements. To Take Inspiration From Designers and Inventors Throughout History. -Explore other designs to say what we like and dislike and explain purpose -View a range of designs for the same purpose.</p>
Castles, Crowns and Catapults	<p>Communicating Historically -Use words phrases such as: years, decades and centuries to describe the passing of time -Show the understanding of a nation and the nation’s history -To make contributions to historical learning. Understanding Chronology -Place historical figures on a timeline – Using decades/ centuries -Label time lines with dates and titles Interpreting the Past -Ask and answer questions like: What was it like for men women and children? What happened? How long ago was this? Why is it important? -Use presented artefacts, pictures, stories, online sources and databases to find out about the past.</p>			<p>To Master Practical Skills Materials -Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Construction -Use materials to practise drilling and sawing materials to make and strengthen products. Mechanics, electronics and computing -Create products using levers wheels and winding mechanisms To Design, Make, Evaluate and Improve -Design products that have purpose and an intended user. -Evaluate the effectiveness of your product and suggest improvements. To Take Inspiration From Designers and Inventors Throughout History. -View a range of designs for the same purpose.</p>
Oh, I Do Like To Be Beside the Seaside	<p>Communicating Historically -Use words phrases such as: years, decades and centuries to describe the passing of time. -Show the understanding of a nation and the nation’s history Understanding Chronology -Recount changes that have happened in their own lifetimes and beyond. Interpreting the Past</p>	<p>To Communicate Geographically KEY PHYSICAL FEATURES: Including: Beach, rivers, coast, ocean, hill, mountain, valley, vegetation, country, continent. KEY HUMAN FEATURES: Including: City, town, village, promenade, Seaside landmarks, Pier, Harbour, house, church, station. To Investigate Places -Revise : Name and locate all of the world’s continents and oceans.</p>	<p>To Master Techniques Colours/ tints and tones – Painting Add whites and blacks to make tints and tones. Use thick and thin brushes Clay and Sculpture Use a combination of shapes</p>	

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

	<p>-Observe or handle evidence to ask questions and find answers and discuss about the past. -Ask and answer questions like: What was it like for men women and children? What happened? How long ago was this? Why is it important? -Use presented artefacts, pictures, stories, online sources and databases to find out about the past. -To begin to link the events of the past with pre An Overview of World History Describe historical events and suggest the impact (what did this mean?) – trains</p> <p>Recognise that there are reasons why people in the past acted the way they did. sent day.</p>	<p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. -Name, locate and identify othe four countries and capital cities of the United kingdom and its surrounding seas. -Identify the key features of a location in order to say whether it is a city, town coastal or rural area. -Ask and answers geographical questions (such as: What is this place like? What do people do in this place? How do these two places compare? How is this different to where I live?)To Investigate Patterns -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non – European country – seaside in Non-European country (TBC) comparison -Identify key physical and human features of a seaside location.</p>	<p>Include lines and textures</p> <p>Use techniques such as rolling, cutting, moulding and carving. To Develop Ideas Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p>	
<p>Superhuman</p>	<p>Understanding Chronology -Recount changes that have happened in their own lifetimes and beyond. Label time lines with dates and titles Interpreting the Past -To begin to link the events of the past with present day. An Overview of World History -Describe historical events and suggest the impact (what did this mean?) -Name and describe significant figures and events from studied time periods.</p>	<p>To Investigate Places -Revise: Name and locate all of the world’s continents and oceans. -Name, locate and identify characteristics of the four countries and capital cities of the United kingdom and its surrounding seas.</p>	<p>Using materials Collage and textiles -Use materials to create texture Printing Technique -Basic printing (potato printing)</p>	<p>Mechanics, electronics and computing -Create products using levers wheels and winding mechanisms</p>