

Year 2 Topic Coverage Long Term Year Plan (2019-2020)

	AT1	AT2	SP1	SP2	SU1	SU2
Topic Name	Brilliant Barnsley	We Will Remember Them	Terrific Toys	Our Wonderful World	Women who changed the world	Sensational Safari
History Objectives/ Themes	<p><u>Local history study</u></p> <p>(Canon Hall- Victorians) (Doomsday book)</p> <p>Significant historical events people and places in own locality</p>	<p><u>WW1 Remembrance day</u></p> <p><u>George Vi (WW2)</u></p> <p>Events beyond living memory: time, long ago, many years, during..., period, century</p>	<p><u>Toys/books through time</u></p> <p>(Victorian to Now)</p> <p>Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future,</p>		<p><u>Elizabeth I and Queen Victoria (monarchy)</u></p> <p><u>Rosa Parks and Emily Davison (Victorian)</u></p> <p><u>Mary Seacole and/or Florence Nightingale and Edith Cavell (war time nurses)</u></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 period</p>	
Geography Objectives/ Themes	<p><u>Our School</u></p> <p>Geographical skills and fieldwork: 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</p> <p>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> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human</p>	<p><u>Wonderful Weather</u></p> <p>Human and physical geography</p> <p>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</p> <p>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</p>	<p><u>Magical Mapping</u></p> <p>"Geographical skills and fieldwork</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 at this key stage</p> <p>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> <p>use aerial photographs and plan perspectives to recognise</p>	<p><u>What a Wonderful World</u></p> <p>Locational knowledge name and locate the world's 7 continents and 5 oceans</p> <p>Human and Physical Geography</p> <p>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</p> <p>Geographical skills and fieldwork</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 at this key stage</p>		<p><u>Sensational Safari</u></p> <p>Human and Physical Geography</p> <p>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</p> <p>Place knowledge</p> <p>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>

	and physical features; devise a simple map; and use and construct basic symbols in a key		landmarks and basic human and physical features devise a simple map; and use and construct basic symbols in a key Locational knowledge name and locate the world's 7 continents and 5 oceans	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		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 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
Art/ DT Links (or other subject areas)	<u>Art- Lowry (History Link)</u> * To use a range of materials creatively to design and make products *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	<u>DT- Fabric faces- (History)</u> <u>Textiles</u> * design purposeful, functional, appealing products for themselves and other users based on design criteria. *select from and use a wide range of materials and components, including textiles. *evaluate their ideas and products against design criteria	<u>DT- Victorian era- cooking/ homemade soup</u> <u>Food Technology</u> <input type="checkbox"/> use the basic principles of a healthy and varied diet to prepare dishes <input type="checkbox"/> understand where food comes from.	<u>Art- Joan Miro -Geography)</u> *To use drawing to develop and share their ideas, experiences and imagination. *To know about the work of a range of artists, making links to their own work. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *To use a range of materials creatively to design and make products. *To use sculpture to develop and share their ideas and imagination. To use painting and sculpture to develop and share their ideas and imagination	<u>Art- Portraits (History)</u> *To use a range of materials creatively to design and make products *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.	<u>DT- local history study- Cannon Hall gardens</u> <u>Craft/Construction</u> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria. <input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.