

**Year 2**

**2018-19 Autumn**

**Topic Title: Explorers**

	<b>History</b>	<b>Geography</b>	<b>Art</b>	<b>DT</b>
<b>National Curriculum</b>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Use basic geographical vocabulary to refer to key physical features.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</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 contrasting non-European country.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's continents and five oceans.</p>	<p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>

<b>Milestones</b>	<p><u>To communicate historically:</u> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p><u>To communicate historically:</u> Show an understanding of the concept of nation and a nation's history.</p> <p><u>To communicate historically:</u> Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p><u>To investigate and interpret the past:</u> Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><u>To investigate and interpret the past:</u> Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><u>To investigate and interpret the past:</u> Identify some of the different ways</p>	<p><u>To communicate geographically:</u> Use basic geographical vocabulary to refer to key physical features, including coast, forest and hill.</p> <p><u>To communicate geographically:</u> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p><u>To communicate geographically:</u> Devise a simple map.</p> <p><u>To investigate patterns:</u> 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.</p> <p><u>To investigate places:</u> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p><u>To investigate places:</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p><u>To develop ideas:</u> Respond to ideas and starting points.</p> <p><u>To develop ideas:</u> Explore ideas and collect visual information.</p> <p><u>To develop ideas:</u> Explore different methods and materials as ideas develop.</p> <p><u>To master techniques (drawing):</u> Draw lines of different sizes and thickness.</p> <p><u>To master techniques (drawing):</u> Show pattern and texture by adding dots and lines</p> <p><u>To master techniques (painting):</u> Use thick and thin brushes.</p> <p><u>To master techniques (painting):</u> Create colour wheels</p> <p><u>To master techniques (textiles):</u> Use weaving to create a pattern</p> <p><u>To master techniques (textiles):</u> Join materials using glue and/or a stitch</p> <p><u>To take inspiration from the greats:</u> Describe the work of notable artists, artisans and designers.</p>	<p><u>To master practical skills (food):</u> Cut, peel or grate ingredients safely and hygienically.</p> <p><u>To master practical skills (food):</u> Measure or weigh using measuring cups or electronic scales.</p> <p><u>To master practical skills (food):</u> Assemble or cook ingredients.</p>
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	<p>the past has been represented.</p> <p><u>To build an overview of world history:</u> Describe historical events.</p> <p><u>To build an overview of world history:</u> Describe significant people from the past.</p> <p><u>To build an overview of world history:</u> Recognise that there are reasons why people in the past acted as they did.</p> <p><u>To understand chronology:</u> Place events and artefacts in order on a time line.</p> <p><u>To understand chronology:</u> Label time lines with words or phrases such as: past, present, older and newer.</p> <p><u>To understand chronology:</u> Recount changes that have occurred in their own lives.</p> <p><u>To understand chronology:</u> Use dates where appropriate.</p>	<p>continents and oceans studied.</p> <p><u>To investigate places:</u> Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p><u>To investigate places:</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>To investigate places:</u> Name and locate the world's continents and five oceans.</p>	<p><u>To take inspiration from the greats:</u> Use some of the ideas of artists studied to create pieces.</p>	
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