



### Year 2 Curriculum Map



Topic	Geography	History	Art	DT	Science
<b>London's Burning</b>	<ul style="list-style-type: none"> <li>I can find where I live on a map of the United Kingdom.</li> <li>N.C. 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> </ul>	<ul style="list-style-type: none"> <li>I can answer questions using books and the internet.</li> <li>I can research the life of a famous person from the past using different sources of evidence.</li> <li>I can explain how some people have helped us to have better lives.</li> <li>N.C. understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>I can use charcoal, pencil and pastel to create art.</li> <li>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose tools and materials and explain why I have chosen them.</li> <li>I can join materials and components in different ways.</li> <li>I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>I can explain what went well with my work.</li> <li>I can measure materials to use in a model or structure.</li> <li>I can think of an idea and plan what to do next.</li> <li>I can measure materials to use in a model or structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest why a material might or might not be used for a specific job.</li> <li>I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> </ul>
<b>Investigating India</b>	<ul style="list-style-type: none"> <li>I can name the continents of the world and locate them on a map.</li> <li>I can name the world oceans and locate them on a map.</li> <li>I can describe a place outside of Europe using geographical words.</li> <li>I can say what I like about a place and do not like about a different place</li> <li>I can use vocabulary linked to human features: City, town, village, factory, farm, house, office, port, harbour and shop</li> <li>I can explain how jobs may be different in other locations.</li> <li>I can explain how an area has been spoilt and improved and give my reasons.</li> <li>NC I can identify the location of hot and cold areas of the world in relation to the equator.</li> </ul>		<ul style="list-style-type: none"> <li>I can suggest how artists have used colour, pattern and shape</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the ingredients I am using.</li> <li>I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>N.C I can understand where the ingredients come from when making a meal.</li> </ul>	<ul style="list-style-type: none"> <li>I can match living things to their habitats</li> <li>I can describe how a specific habitat provides for the basic needs of living things.</li> <li>I can identify and name plants and animals in a range of habitats.</li> <li>I can describe how animals find their food</li> <li>I can name different sources of foods for animals</li> <li>I can explain a simple food chain</li> </ul>
<b>Pioneers</b>	NC Devise a simple map; and use and construct basic symbols in a key	<ul style="list-style-type: none"> <li>I can use words and phrases like: before, after, past, present, then and now.</li> <li>I can explain what a famous person from Britain did earlier and what they did later.</li> <li>I can recount the life of someone famous from Britain who lived in the past.</li> <li>I can research the life of a famous person from the past using different sources of evidence.</li> <li>I can compare two famous people from different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>NC About the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>I can suggest how artists have used colour, pattern and shape.</li> <li>I can create a piece of art in response to the work of another artist.</li> <li>I can choose and use three different grades of pencil when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what went well with my work.</li> <li>I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>I can think of an idea and plan what to do next</li> <li>I can choose tools and materials and explain why I have chosen them.</li> <li>I can measure materials to use in a model or structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest why a material might or might not be used for a specific job.</li> </ul>



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<p><b>Significant Explorers</b></p>	<ul style="list-style-type: none"> <li>I can say what I like and do not like about a different place.</li> <li>I can describe a place outside Europe using geographical words.</li> <li>I can name the continents of the world and locate them on a map.</li> <li>I can name the world oceans and locate them on a map.</li> <li>N.C. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li><b>N.C.</b> 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> <li>N.C Devise a simple map; and use and construct basic symbols in a key</li> <li>N.C use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>N.C. use geographical skills, including first-hand observation, to enhance their locational awareness.</li> </ul>	<ul style="list-style-type: none"> <li>I can use words and phrases like: before, after, past, present, then and now.</li> <li>I can explain what a famous person from Britain did earlier and what they did later.</li> <li>I can recount the life of someone famous from Britain who lived in the past.</li> <li>I can compare two famous people from different periods of time.</li> <li>I can research the life of a famous person from the past using different sources of evidence.</li> <li>N.C. The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>N.C. Identify similarities and differences between ways of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>I can create a piece of art in response to the work of another artist.</li> <li>I can suggest how artists have used colour, pattern and shape.</li> </ul>		
<p><b>A European Expedition</b></p>	<ul style="list-style-type: none"> <li>I can name the continents of the world and locate them on a map.</li> <li>I can name the world oceans and locate them on a map.</li> <li>I can find where I live on a map of the United Kingdom.</li> <li>I can describe some of the features of an island.</li> <li>I can describe the key features of a place from a picture using words like beach, coast, cliff, sea, ocean, valley and vegetation.</li> <li>I can use vocabulary linked to human features, including: port, harbour and shop.</li> <li>I can explain how jobs may be different in other locations.</li> <li>I can say what I like and do not like about the place I live in.</li> </ul>	<p>N.C. Significant local people and places</p>	<ul style="list-style-type: none"> <li>I can mix paint to create all the secondary colours.</li> <li>I can create brown with paint.</li> <li>I can make a clay pot.</li> <li>I can create a piece of art in response to the work of another artist.</li> <li>I can create tints with paint by adding white.</li> <li>I can create tones with paint by adding grey and shades by adding black.</li> <li>I can suggest how artists have used colour, pattern and shape. I can create a piece of art in response to the work of another artist.</li> <li>I can use different effects within an IT paint package.</li> <li>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>N.C. Finding appropriate materials to create different textures</li> </ul>	<ul style="list-style-type: none"> <li>I can join materials and components in different ways.</li> <li>I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>I can choose tools and materials and explain why I have chosen them.</li> <li>I can explain why I have chosen specific textiles.</li> <li>I can describe the ingredients I am using.</li> <li>I can think of an idea and plan what to do next.</li> <li>NC Understand where the ingredients come from when making a meal.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore how shapes can be changed by squashing, bending, twisting and stretching.</li> </ul>



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<p><b>Operation Pied Piper in Evesham</b></p>	<ul style="list-style-type: none"> <li>• I can find where I live on a map of the United Kingdom.</li> <li>• I can describe a place outside Europe using geographical words.</li> <li>• NC I can name some major cities and towns in the UK.</li> <li>• N.C. 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>	<ul style="list-style-type: none"> <li>• I can answer questions using books and the internet.</li> <li>• I can explain how some people have helped us to live better lives.</li> <li>• <i>N.C. Historical Enquiry</i></li> <li>• <i>N.C. significant events and people in their local community- WW2 and its impact on Evesham and it's children through evacuation.</i></li> </ul>	<p>N.C. <i>We are learning how to make a 3D Sculpture</i></p>	<ul style="list-style-type: none"> <li>• I can explain why I have chosen specific textiles.</li> <li>• I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• I can choose tools and materials and explain why I have chosen them.</li> <li>• I can join materials and components in different ways.</li> <li>• I can explain what went well with my work</li> <li>• NC follow a step-by-step plan, choosing the right equipment and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how seeds and bulbs grow into plants.</li> <li>• I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature)</li> <li>• I can describe why exercise, a balanced diet and good hygiene are important for humans.</li> <li>• I can explain the basic stages of in a life cycle for animals, including humans.</li> <li>• I can identify things that are living, dead and never lived.</li> <li>• N.C. Compare humans to other animals</li> </ul>
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