

Year 2 key vocabulary and knowledge.

Geography: vocabulary and knowledge;

Year two	The troll Journeys: Food Enquiry Question: Where does our food come from?"	Seven wonders Our Wonderful World. Enquiry Question: What are the seven wonders of the world?"	Walk on the wild side Animals and their Habitats
All	Local Location Cereal crops Farm Factory Shop	city Maps Country England Island Great Britain airport city tourist	Area Hot, cold Mountains Rivers Desert Valleys Beaches
Most	Global Journey harbour	Region Key Opinion compass point Atlas Capital city climate ocean sea	Island Highland Inland Coasts Border vegetation Climate
Some	UK regions port	Wonders of the world Continent	Human and physical landscape features Continents
Key knowledge	<p>All children can: • identify foods that can be bought on the local high street • understand what cereal crops are made into • explain where everyday products (milk) come from • explain that many different types of food come from the UK.</p> <p>Most children can: • identify foods that can be bought on the local high street and can identify processed food • understand what cereal crops become and where everyday products like milk come from • explain that many different types of food come from the different UK regions.</p> <p>Some children can: • identify types of food: fast, fresh, processed • identify foods that can be bought on the local high street and can describe how food has been processed • name and describe regional products from the UK • explain why foods come from specific regions</p>	<p>All children can: • identify and name continents • identify and name some of the wonders • use atlases, maps and globes to locate some of the wonders • give an opinion about local and global wonders • correctly use some of the key vocabulary.</p> <p>Most children can: • identify and name the relevant countries and oceans • communicate in detail something about these countries • identify and name most of the wonders studied • use atlases, maps and globes to locate some of the wonders • give reasons for their choice of local wonders • correctly use most of the key vocabulary.</p> <p>Some children can: • give detailed geographical information about the countries where the wonders are located • express opinions about world wonders • begin to explain geographical processes that formed the natural wonders • explain their choice of local wonders • respond to some of the open questions (see Background information) • correctly use all of the key vocabulary.</p>	<p>All children can: • recognise and name some of the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • understand that some of these continents have significant hot and/or cold areas • describe specific human and physical features in these landscapes • use specific place knowledge to describe the habitat of a significant animal.</p> <p>Most children can: • name and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • describe which of these continents have significant hot and/or cold areas • describe specific human and physical landmarks of some of these continents • use specific place knowledge to describe and explain the habitat of a significant animal.</p> <p>Some children can: • describe and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • describe which of these continents have significant hot and/or cold areas • describe specific human and physical landscapes for these continents • use specific place knowledge to understand the threats facing the habitats of a significant animal.</p>

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History: vocabulary and knowledge;

Year two	Heroes (including links to looking after me) Historic Heroes. Enquiry Question: What have historic figures done for us?	Unsinkable Significant historical event/ events beyond living memory- Titanic	The great escape Great Inventions: Transport. Enquiry Question: How did the internal combustion engine change the world? / What impact did the moving assembly line have on car manufacturing?"
All	Hero/heroes local past image photograph experts explorer map discover adventure	explorer map discover equipment hero memorial events timeline titanic nowadays past	invented travel journey transport steer driver modern engine explorer map adventure race
Most	Portrait Chronology Sequence	Significant Previously Century Decade	Century Eyewitness Evidence
Some	Significant Courage Observe Evidence Source	Navigation Unchartered	Trade Inventor
Key knowledge	<p>All children can: extract information from several types of source including written, visual and oral sources and artefacts. • select valid information about the life of a local hero from more than one type of source</p> <p>Most children can: select information independently from several different types of source including written, visual, oral sources and artefacts to answer historical questions. • independently select valid information about the life of a local hero from a range of types of source</p> <ul style="list-style-type: none"> • able to select key information to answer questions <p>Some children can: comment on a few valid causes and effects relating to many of the events covered. • independently and confidently select valid information about the life of a local hero from a range of types of source</p> <ul style="list-style-type: none"> • select key information from a number of sources to answer questions • demonstrates an understanding that some sources will be more useful than others depending on the activity and subject 	<p>All children can; consider one reason why an event or person might be significant. • give one valid reason why the explorer is important.</p> <p>Most children can: identify a range of significant aspects of a theme, society, period or person, and offer some comments on why they have chosen those aspects. • give a number of valid reasons why the explorer is significant. • demonstrate an understanding of the term 'significance'. • give a valid reason why one aspect of an explorer's life is particularly important. • begin to make connections between the achievements of one explorer with those of another explorer from a different time period.</p> <p>Some children can: provide some valid reasons for selecting an event, development or person as significant. • give a broad range of valid reasons for why the explorer is significant. • demonstrate a secure understanding of the term 'significant'. • give some valid reasons why one aspect of an explorer's life is particularly important. • can make valid connections and judgements between the achievements of one explorer and those of another explorer from a different time period.</p>	<p>All children can: identify a few similarities, differences and changes occurring within a particular topic. • identify a couple of differences and at least one relevant similarity between the early and modern trains</p> <p>Most children can: identify independently a range of similarities, differences and changes within a specific time period. • recognise a number of similarities and differences between the early and modern trains • With some guidance, they can also explain similarities and differences between three trains from different periods</p> <p>Some children can: describe independently and accurately similarities, differences and changes both within and across time periods and topics. • confidently describe a number of similarities and differences between three trains from different periods • provide a valid comment on the most important difference that has occurred in the trains over time</p>

Year Two	Animals, including humans (The Hero's) Autumn 1	Uses of everyday materials (The Troll) Autumn 2	Plants Young Gardeners Spring 1	Living things and their habitats (Walk on the Wild Side) Summer 2
ALL	Health balanced diet medicine	opaque transparent materials man-made natural	Plants growth seedling shoot earth (i.e. soil)	Habitats (micro)habitat (and name some e.g. log, pond) microscopic environment life cycle food chain Animals including humans mammal adult young insect brain heart lungs bones
Most	fat sugars starch vegetable seafood grains beans dairy nuts lifestyle activity Carbohydrates Protein	property flexible solid liquid gas heat	Plants (locally-found and/or school- relevant plants, trees, vegetables) nutrients seed dispersal mature healthy wither	Habitats food source predator prey produce reproduce Animals including humans amphibian toddler child teenager skeleton
Some	heart rate pulse	suitable useful function purpose pressure Forces elastic boiling point molten rust reflection rigid	structure function germinate pollination	Habitats surroundings conditions (and describe e.g. damp, dark) variety suited adapted Animals including humans develop live young eyebrows wrist ear lobe (etc)
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge	<ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including microhabitats.

map for more detail.				<ul style="list-style-type: none">• To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
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Under continual review

Year 2	<u>Historic Heroes</u> <u>Sculpture</u>	<u>Unsinkable</u> <u>Movement – Impressionism</u> <u>Artist – Richard Nowak (American)</u>	<u>Walk on the Wild Side</u> <u>Movement – Pointillism</u>
All	Sculpt Mould Shape Paint decorate Sketch Colour	Draw Sketch Line Shape Shade Colour Impressionism Sketch Colour Scumbling Hatching Cross-hatching Blending Smudging Sgraffito	Paint Colour Pointillism Tool Shade printing Sketch Colour Scumbling Hatching Cross-hatching Blending Smudging Sgraffito
Most	Carving Piercing Applique Design Compare Image Emotions Compare Contrast	Design Compare Image Design Emotions Compare Contrast Shade Tone	Tone Block printing Mono printing Design Compare Image Design Emotions Compare Contrast Shade
Some	Engraving Imprinting Illustrate Observation Depth Mood	Emotion Observation Mural	Relief printing Observation Media
<p>Key knowledge ALL children should at least know</p> <p>Please refer to the progression of skills and knowledge map for more detail.</p>	<p>Skills – Using clay to create simple patterns and textures.</p>	<p>Skills - Experiment with primary watercolours to create different shades of the same colour that you would want to use in a Titanic scene.</p> <p>Discuss how artists use colour to convey feelings and emotions, and on a palette, label colours that reflect known feelings.</p> <p>Create a pencil drawing of the Titanic from close observation of photographs and paintings representing the ship accurately.</p>	<p>Skills – Explore pointillism using paints or permanent markers</p> <p>Explore printing by using a range of tools to create different patterns (eg. Potatoes, brushes, pens, pegs...)</p>

Year 2 key vocabulary and knowledge.

Design and Technology; vocabulary and knowledge; all children should know;

Year Two			
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
Key Vocabulary			
ALL	Design Plan Evaluate Scissors Glue Tape Safe Saw	Design Plan Evaluate Improve Materials fabric	Design Plan Evaluate Healthy Unhealthy Spread Cut Grate Mix Knife, spoon Wash Soap Water Clean
Most	Success Market research Materials Join Axel Wheel Blu tack Tape (making and Sellotape) Hot glue Safety	Ideas Wool Cotton Nylon Fleece Thread Needle Textiles Join	Balanced diet Food groups Diet Hygiene
Some	Purpose Audience	Stitch Pattern	Nutrition
<p>Key knowledge ALL children should at least know</p> <p>Please refer to the progression of skills and knowledge map for more detail.</p>	<p>DESIGN</p> <ul style="list-style-type: none"> Design purposeful, functional products based on a class design criteria Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT and, where appropriate <p>MAKE</p> <ul style="list-style-type: none"> Use simple tools to cut Fold, roll and mould materials to create the product <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>DESIGN</p> <ul style="list-style-type: none"> Design a functional, appealing product based on a class design criteria Generate and develop their ideas through talking and drawing. <p>MAKE</p> <ul style="list-style-type: none"> Use a range of tools including scissors, thread, glue to join materials Select from a wide range of materials based on their appropriateness for the task 	<p>DESIGN</p> <ul style="list-style-type: none"> Design an appealing product based on a class design criteria Generate, develop and communicate their ideas through talking and drawing. <p>MAKE</p> <ul style="list-style-type: none"> Use a range of tools to spread, cut and grate Understand and demonstrate how to use tools safely <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> Understand the basic principles of cleanliness when preparing food <ul style="list-style-type: none"> understand where food comes from