



Year 2 Autumn Term

	AUTUMN 1 st Half		Autumn 2 nd Half			
Theme	Movers and Shakers		Land Ahoy			
British Key Question	Who has shaped the world we live in?		Who sailed the seas?			
Enhancements	Contact The Pankhurst Trust- guest speaker to talk to the children		Visit to the maritime museum.			
Books	Great women who changed the world- Kate Pankhurst. Girls Who Changed the World. Great Women who Made History.		Non-fiction texts about Captain Cook. This is Captain Cook. Explore with James Cook.			
Addressing Stereotypes	Women's suffrage and segregation.		Only men were on boats			
Geography (All NC subject content covered)	The children will learn to use world maps and atlases to locate the United Kingdom and the United States of America; we will also explore how the UK is in Europe and USA in Northern America.		The children will learn to name and locate the world's seven continents and five oceans. They will also begin to be able locate and identify characteristics of the four the countries and capital cities of the United Kingdom and its surrounding seas. We will identify the seasonal and daily weather patterns in the United Kingdom. By studying the journey of Captain James Cook, we will study the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. When drawing maps, we will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]. We will also describe the location of features and routes on a map. To help use create treasure maps we will 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			
Key Geographical Skills to be Taught	G-Y2K1.1		G-Y2S3.2	G-Y2K1.1 G-Y2K1.2	G-Y2K2.1	G-Y2S3.1 G-Y2S3.2 G-Y2S3.3
Key questions / knowledge and understanding to be explained	Explore and understand the geography of different areas activists worked to change. We will study the different areas that the significant individuals lived and enacted change. The children will be able to identify the Suffragette movement as lead by Emmeline Pankhurst as being based in the UK and Rosa Parks being from America. The children will be able to explain the different issues faced in these countries.		What are the continents of the world called? What are the oceans and seas called? How are places connected? How are places the same and different from each other?			

<p>Key Knowledge and facts to be recalled</p>		<p>The life and journeys of Captain James Cook We will learn about the 7 continents and 5 oceans of the world using songs. We will learn that Captain Cook visited Asia, North America, Australia and South America. We will explore the routes that Captain Cook sailed across the Indian, Pacific, Atlantic, Arctic and Antarctic Oceans. On a map, we will identify and recognise the UK and different countries in. From this, we will plot the routes he travelled and compare the weather in the UK to the weather in Hawaii. We will learn about the equator and how its position affects the weather in Hawaii. We will then look at the different types of weather Cook would have experienced when sailing close the North and South Poles.</p> <p>Navigate for Cook. The children will use a map of the school ground to plot different routes using N, E, S, W. They will direct their friends to different locations using these directions. We will locate the different countries that Cook visited on his journey as learnt in the previous lesson. We will study that Cook sailed in all directions and find the location of Hawaii, Canada and New Zealand in relation to the UK and discuss their compass location.</p> <p>Treasure Maps. The children will design their own treasure maps for the Forest School area using North, East, South and West to give their friends clues to find the treasure. To create our maps we will use aerial photographs and the children will use the human and physical features of the landscape as key clues.</p> <p>RNLI stations. Using a map of the UK the children will need to research and locate an RNLI station in England, Wales, Scotland and Northern Ireland.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> ➤ United Kingdom ➤ United States of America ➤ Continent ➤ Europe ➤ North America 	<ul style="list-style-type: none"> ➤ Captain Cook ➤ Endeavour ➤ Challenger ➤ New Zealand ➤ Canada ➤ North ➤ South ➤ East ➤ West ➤ South Pole ➤ North Pole ➤ Symbol ➤ Nation ➤ Aerial view ➤ Ocean
<p>Outdoor Learning</p>		

Year 2 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Wriggle and Crawl			Cornish Beachcombers		
British Key Question	How did the minibeasts get their names?			How has industry in Perranporth changed?		
Enhancements	Bug hunting in the Forest School Area.			Visit to beach and museum		
Books	Argh Spider- Lydia Monks, Anansi the Spider- Gerald McDermott, The Giant Jam Sandwich- Janet Burroway and John Vernon Lord, The Very Quiet Cricket- Eric Carle The Bee Book- Charlotte Milner, Yucky Worms- Jessica Ahlberg and Vivian French			There's a hole in the bottom of the sea, Commotion in the ocean, Sharing a Shell, Sally and the Limpet, Lucy and Tom at the Seaside Seaside and what can live on the beach		
Addressing Stereotypes	Are ants hardworking?			Are all fishermen, men?		
Geography (All NC subject content covered)	The children will learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas by studying what makes the UK suited to certain minibeasts. We will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] when plotting out the location of minibeasts in the school. The children will use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment and how this impact the minibeasts that live there.			By studying the village of Perranporth we will 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. We will also explore the key human features of Perranporth deciding whether it is a city, town or village and will then work to locate whether there are any factories, farms, houses, offices, ports, a harbour or shops. The children will use simple fieldwork and observational skills to study the geography of our school and its surrounding grounds and the key human and physical features of its surrounding environment.		
Key Geographical Skills to be Taught	G-Y2K1.2 G-Y2K1.3	G-Y2K2.1	G-Y2S3.4 G-Y2S3.5	G-Y2K2.2 G-Y2K2.3	G-Y2S3.3 G-Y2S3.4 G-Y2S3.5	
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	Why do we have lots of minibeasts? We will begin by recapping countries of the UK. We will then discuss the weather and seasons in each of these countries. Exploring how the warm and wet in particular supports minibeasts. We will then explore the 4 capital cities and research what different projects are being run in each city to support wildlife. Study minibeasts in our school environment We will study the different physical features of the school environment and local area locating where minibeast may want to live and discuss what makes a good			Study of Perranporth village and beach, learning to recognise key geographical features. We will study Perranporth and explore the key physical features of the town, focusing on how it is a valley with a beach, coast, cliffs and hills. We will also explore the weather in Perranporth and how it changes with the seasons. We will also explore the human features looking at the town and identifying how it is different from other villages in Cornwall with harbours or ports. Comparing Perranporth as a village, comparing industry and jobs to other seaside towns. Make a map of Perranporth with a key – use Google map and Street view to locate and identify key human and physical features.		

	home for them. As part of a group the children will study how minibeasts adapt and choose their habitat to better support their needs.	The children will use aerial photographs of Perranporth to recognise the beach, boating lake, park, tennis courts, school and rugby and football club. We will also highlight the physical features in this environment the beach, cliffs and sea.
Vocabulary	<ul style="list-style-type: none"> ➤ Minibeast ➤ Habitat ➤ Shelter ➤ Environment ➤ Community ➤ Fieldwork ➤ Observe ➤ Nation 	<ul style="list-style-type: none"> ➤ Perranporth ➤ Cornwall ➤ Boating Lake ➤ Tennis Courts ➤ Park ➤ School ➤ Rugby and Football club ➤ Community ➤ Fieldwork ➤ Observe ➤ Human ➤ Physical ➤ Aerial view ➤ Valley ➤ Ocean
Outdoor Learning	Forest School	Beach visit

Year 2 Summer Term

	Summer 1 st Half	Summer 2 nd Half
Theme	Kings, Queens and Castles	Safari
British Key Question	How have castles in Britain shaped our history?	What are National Parks and why do we have them?
Enhancements	How to train a dragon theme day. Visit - Roleplay castle	Visit to Newquay Zoo
Books	The Three Wishes Castles texts (Ackworth Library) English Heritage booklet Paperbag Princess Princess Smartypants The Knight and the Dragon The Princess and the Wizard Tell me a Dragon	Fiction Lila and the Secret of Rain- David Conway and Jude Daly, The Hunter- Paul Geraghty, Sleep well Siba and Saba- Nansubuga Nagadya Isdahl & Sandra van Doorn Non-fiction One day on our blue planet: In the Savannah, Africa is not a country- Mark Melnicove and Margy Burns Knight
Addressing Stereotypes	Boudicca – barriers about being a warrior Queen Elizabeth I – barriers about being a monarch Stephanie Frappart – European female football referee to ref a male final	Do all people in Africa live in poverty?
Geography (All NC subject content covered)	The children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of different types of castle and royal residences. The children devise a simple map; and use and construct basic symbols in a key to show different royal residences. They will also learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom through the castles and Royal residences there.	By studying Kenya the children will learn to name and locate the world's seven continents and five oceans. We will study and 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. We will explore how the location of Kenya affects its climate and the weather there. The children will 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. The children will learn to identify the key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop and explore how these are different in Kenya to here in the UK.
Key Geographical Skills to be Taught	G-Y2K1.2 G-Y2K1.3	G-Y2S3.2 G-Y2S3.3
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>➤ Royal Residences. We will look at the different residences that the Queen has in the UK. Focusing on Buckingham Palace, Windsor Castle, Balmoral, Hillsborough Castle and Ilnywermod. We will learn about location of these castles and how the Queen and other members of the Royal Family use them differently. The children will locate each one on a map along with the 4 capital cities.</p> <p>➤ Castles round the world. We will look at famous castles from around the world, finding one in each continent that has castles. Windsor Castle, Matsumoto Castle, Citadel of Qaitbay and Castillo San Felipe De Barajas. We will discuss and explore why some continents do not have castles, linking this to our history learning. The children will then create an aerial map for one of these castles.</p>	<p>➤ Locate Kenya and compare to Cornwall. We will start by locating Kenya within Africa and comparing its location in relation to the equator and the UK. We will explore the hot weather experienced in Kenya during the day and the cold weather at night. We will compare the average temperatures in the UK to in Kenya. We will also explore how only the mountainous regions experience 4 clear seasons, whereas the majority of Kenya does not.</p> <p>➤ Exploring National Parks in both Africa and the UK focusing on the purpose of National Parks. We will study a national park in each of the 4 countries of the UK. The National Parks we will find in the UK are Dartmoor, Snowdonia, Cairngorms, there are no National Parks in Northern Ireland. We will then compare these National Parks to Maasai Mara National Park.</p> <p>➤ Day in the life of a UK child and a Massai child exploring the key human geographical features in the two areas.</p>

		<p>We will study and compare a day in the life of a child in the Massai tribe to a day in the life of a child at Perranorth School. The children will also explore the key human and physical features of these areas. We will list the similarities and differences between these two areas with a focus on Physical geography. The Massai live in dry and open grasslands, grazing livestock and travelling with them to find more useful pasture making them pastoral nomads. Many of the children will therefore travel with the tribe and follow livestock instead of living in one place as we often do. They also live in traditional houses made of mud and other natural materials. We will also look at Nairobi to discuss the fact that not all in Kenya live like the Massai and many live modern lives.</p> <p>https://kids.britannica.com/kids/article/Masai/602114</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> ➤ Castle ➤ Buckingham Palace ➤ Windsor Castle ➤ Balmoral ➤ Hilsborough Castle ➤ Llynwernod ➤ Matsumoto Castle, ➤ Citadel of Qaitbay ➤ Castillo San Felipe De Barajas ➤ Symbol ➤ Human ➤ Physical ➤ Aerial view 	<ul style="list-style-type: none"> ➤ Massai ➤ Nairobi ➤ Pasture ➤ Livestock ➤ Dartmoor ➤ Snowdonia ➤ Cairngorms ➤ Nairobi ➤ National Parks ➤ Community ➤ Conservation ➤ Compare ➤ Desert ➤ Nation ➤ Human ➤ Physical ➤ Ocean
<p>Outdoor Learning</p>		