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| **YEAR 2G TOPIC MAP**  **Topic 1: Where does my food come from?** | **GEOGRAPHY**  (Investigate food origins on packets, locate countries, discover why different foods grow in different parts of the world in relation to weather and climate.) | **ARTS**  **Art and Design Technology** | **PSHE** |
| **Cross-Curricular literacy:**  Children to read the class texts about food and learn about different fruits and localities.  Children to write instructions for how to make their dish.  **Cross-Curricular maths:**  Children to buy foods using money and work out change. | Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  **Geographical Enquiry**  Sort things they like and don’t like.  Answer some questions using different resources, such as books, the internet and atlases.  Find out about a locality by using different sources of evidence.  **Physical Geography**  Explain the main features of a hot and cold place.  Explain how the weather changes with each season.  **Human Geography**  Name different jobs that people living in their area might do.  Explain how the jobs people do may be different in different parts of the world.  Talk about how people may spoil the area.  Talk about how people can make the area better.  Explain what facilities a town or village might need.  **Geographical Knowledge**  Locate the equator, north pole and south pole are on a globe or atlas.  Name the continents of the world and find them in an atlas. | **Art:**  Know 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.  Use a range of materials creatively to design and make products.  Investigate how artists have used food in their work and to create artwork linked to food using different media.  **DT:**  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from.  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria.  Build structures, exploring how they can be made stronger, stiffer and more stable.  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  Create a healthy dish. | Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health  Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences  Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving    Know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices |

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| **YEAR 2G TOPIC MAP**  **Topic 2: Where do birds and hedgehogs go in winter?** | **GEOGRAPHY**  (Explore signs of autumn and seasons changing including weather. Investigate what happens to hedgehogs and other hibernating animals and why. Investigate where birds go in winter and why in terms of migration. Compare countries in Southern Africa with our country and discuss why birds choose to go there during the winter months.) | **ARTS**  **Music and Art** | **PSHE** |
| **Cross-Curricular literacy:**  Children to read our class text ‘Follow that Swallow’ and also to read and write non-fiction books about animals.  **Cross-Curricular maths:**  Children to create charts to record the weather and interpret the data in different ways. | 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  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  **Geographical Enquiry**  Answer questions about the weather  Keep a weather chart.  A*nswer questions using a weather chart.*  *Make plausible predictions about what the weather may be like later in the day or tomorrow.*  *Make inferences by looking at a weather chart.*  *Make plausible predictions about what the weather may be like in different parts of the world.*  **Physical Geography**  Explain the main features of a hot and cold place.  Describe a locality using words and pictures.  Explain how the weather changes with each season.  **Geographical Knowledge**  Identify the four countries making up the United Kingdom.  Name some of the main towns and cities in the United Kingdom.  Point out where the equator, north pole and south pole are on a globe or atlas.  *Name a few towns in the south and north of the UK.* | **Music:**  Play tuned and untuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music  Learn to play different percussion instruments and to use them to create sounds to represent different creatures.  **Art:**  Use a range of materials creatively to design and make products.  Children learn about the work of the artist and designer William Morris and use his approach to design a printing block from observational drawings of vegetables that they have made. | Know what improves and harms their local, natural and built environments and about some of the ways people look after them  Know that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) |

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| **YEAR 2G TOPIC MAP**  **Topic 3: What entertained adults when they were young?** | **HISTORY**  (Identify personal likes and dislikes in terms of entertainment, categorise these (e.g. sport, film, music, toys etc) and then compare them with what entertained their parents/grandparents/teachers within these categories when they were 6 or 7 years old. Discuss how some forms of entertainment may have changed much more than others e.g. computer games.) | **ARTS**  **Music and Design Technology** | **PSHE** |
| **Cross-Curricular literacy:**  Children to form questions to ask of adults, conduct interviews and record answers.  **Cross-Curricular maths:**  Children to collect data about different forms of entertainment and to create tables, tally charts and graphs to represent their data. | Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  significant historical events, people and places in their own locality.  **Chronological Understanding**  Put up to three objects in chronological order (recent history).  Use words and phrases like: old, new and a long time ago.  Talk about things that happened when they were little.  Recognise that a story that is read to them may have happened a long time ago.  Do they know that some objects belonged to the past?  Retell a familiar story set in the past?  Explain how they have changed since they were born?  Use words and phrases like: *before* *I* *was* *born,* *when* *I* *was* *younger very old, when mummy and daddy were little*?  Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning.  Use the words past and present correctly.  Use a range of appropriate words and phrases to describe the past.  *Sequence a set of objects in chronological order and give reasons for their order.*  *Sequence events about own life.*  **Knowledge and interpretation**  Begin to identify the main differences between old and new objects.  Identify objects from the past, such as vinyl record.  Give examples of things that are different in their life from that of their grandparents when they were young.  *Explain why certain objects were different in the past, e.g., iron, music systems, televisions.*  *Explain differences between past and present in their life and that of other children from a different time in history.*  **Historical Enquiry**  Ask and answer questions about old and new objects? Can they spot old and new things in a picture.  Find out something about the past by talking to an older person.  Answer questions by using a specific source, such as an information book.  *Answer questions using a range of artefacts/ photographs provided.*  *Name at least two ways they can find out about the past, for example using books and the internet.* | **Music:**  Listen with concentration and understanding to a range of high-quality live and recorded music  Listen to and learn songs from different decades e.g. 60s, 70s, 80s, 90s.  **DT:**  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria.  Build structures, exploring how they can be made stronger, stiffer and more stable.  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  Make a moving toy that might entertain a child. | Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class    Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)  Offer constructive support and feedback to others  Identify and respect the differences and similarities between people |

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| **YEAR 2G TOPIC MAP**  **Topic 4: Why were Florence Nightingale and Mary Seacole brave people?** | **HISTORY**  (Discover how Florence Nightingale and Mary Seacole had a significant impact on the profession of nursing. Find out about the Crimean War and the conditions that wounded soldiers faced before and after Florence’s input and compare them. Compare Florence and Mary’s work and lives.) | **ARTS**  **Music and Art** | **PSHE** |
| **Cross-Curricular literacy:**  Children to read non-fiction texts about Florence, Mary and Edith and write letters home from the Crimea describing their experiences as if they were Florence or a soldier.  **Cross-Curricular maths:**  Children to begin to understand about time and distance in terms of travel. | Know about events beyond living memory that are significant nationally or globally  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 periods [e.g. Mary Seacole and Florence Nightingale and Edith Cavell]  **Chronological Understanding**  Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning.  Use the words past and present correctly.  Use a range of appropriate words and phrases to describe the past.  Sequence a set of events in chronological order and give reasons for their order.  *Sequence events about the life of a famous person.*  *Try to work out how long ago an event happened.*  **Knowledge and interpretation**  Appreciate that some famous people have helped our lives be better today.  Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.  Understand that we have a queen who rules us and that Britain has had a king or queen for many years.  Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.  Recount some interesting facts from an historical event, such as where the fire of London started.  Explain why Britain has a special history by naming some famous events and some famous people.  Explain what is meant by a parliament.  *Tell us about an important historical event that happened in the past.*  *Explain differences between past and present in their life and that of other children from a different time in history.*  *Know who will succeed the queen and how the succession works.*  *Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.*  *Explain why someone in the past acted in the way they did.*  *Explain what is meant by a democracy and why it is a good thing.*  **Historical Enquiry**  Answer questions using an artefact/ photograph provided.  Give a plausible explanation about what an object was used for in the past.  Answer questions by using a specific source, such as an information book.  Research the life of a famous Briton from the past using different resources to help them.  Research about a famous event that happens in Britain and why it has been happening for some time.  *Find out more about a famous person from the past and carry out some research on him or her.*  *Say at least two ways they can find out about the past, for example using books and the internet.*  *Explain why eye-witness accounts may vary.*  *Research about a famous event that happens somewhere else in the world and why it has been happening for some time.*  **GEOGRAPHY:** 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  **Geographical Knowledge**  Name the continents of the world and find them in an atlas.  Name the world’s oceans and find them in an atlas. | **Music:**  Experiment with, create, select and combine sounds using the inter-related dimensions of music  Create and compose their own pieces of music to evoke images of battle, of the hospital and of Florence herself.  **Art:**  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Children compare the war art of Henry Moore, Picasso, John Nash and Jackson Pollack. They explore the idea of restricting colour to create mood and make a monochromatic art work of their own. | Know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others |

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| **YEAR 2G TOPIC MAP**  **Topic 5: Could we bear the weather around the world?** | **GEOGRAPHY**  (Using Barnaby Bear resources, discover different countries and how they differ, particularly in terms of the weather.) | **ARTS**  **Music and Design Technology** | **PSHE** |
| **Cross-Curricular literacy:**  Children to read our class text ‘Around the world in 80 days’ and write a non-chronological report about a country.  **Cross-Curricular maths:**  Children to develop their understanding of time and distance in relation to travel, including compass direction and time difference. | Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  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 * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   - 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  **Geographical Enquiry**  Label a diagram or photograph using some geographical words.  Find out about a locality by using different sources of evidence.  Find out about a locality by asking some good questions to someone else.  Say what they like and don’t like about their locality and another locality like the seaside.  *Make inferences by looking at a weather chart.*  *Make plausible predictions about what the weather may be like in different parts of the world.*  **Physical Geography**  Explain the main features of a hot and cold place.  Describe a place outside Europe using geographical words.  Describe some of the features associated with an island.  Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley.  *Find the longest and shortest route using a map.*  *Use a map, photographs, film or plan to describe a contrasting locality outside Europe.*  **Human Geography**  Begin to explain why they would wear different clothes at different times of the year.  Tell something about the people who live in hot and cold places.  Explain what they might wear if they lived in a very hot or a very cold place.  *Explain how the weather affects different people.*  **Geographical Knowledge**  Name the continents of the world and find them in an atlas.  Name the world’s oceans and find them in an atlas.  Name the main cities of England, Wales, Scotland and Ireland.  Find where they live on a map of the UK.  *Locate some of the world’s major rivers and mountain ranges.*  *Point out the North, South, East and West associated with maps and compass.* | **Music:**  Listen with concentration and understanding to a range of high-quality live and recorded music  use their voices expressively and creatively by singing songs and speaking chants and rhymes  Have the opportunity to listen to, learn and play songs from around the world.  **Art:**  Know 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.  Children to compare the art and music of aborigine cultures from different climates (Canada, Africa and Australia) and make an aborigine dot painting. | Identify their special people (family, friends, carers), what makes them special and how special people should care for one another  Recognise what is fair and unfair, kind and unkind, what is right and wrong |

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| **YEAR 2G TOPIC MAP**  **Topic 6: How did St. Paul’s School get here?** | **GEOGRAPHY/HISTORY**  (Use historical documents from primary and secondary sources to find out about the history of our school and locality. Discover who started our school and why, how it has changed over time and how the surrounding locality has also changed.) | **ARTS**  **Art, Music and Design Technology** | **PSHE** |
| **Cross-Curricular literacy:**  Children to read historic texts and documents related to our school and to write a chronological report about the history of our school.  **Cross-Curricular maths:**  Children to learn about distance, orientation and compass direction through map reading and local field work. | 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  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.  Know about changes within living memory and significant historical events, people and places in their own locality.  **Geographical Enquiry**  Say what they like about their locality.  Sort things they like and don’t like.  Answer some questions using different resources, such as books, the internet and atlases.  Think of a few good questions to ask about a locality.  Label a diagram or photograph using some geographical words.  Find out about a locality by using different sources of evidence.  Find out about a locality by asking some good questions to someone else.  Say what they like and don’t like about their locality and another locality (e.g.the seaside).  **Physical Geography**  Tell someone their address.  Describe a locality using words and pictures.  Name key features associated with a town or village, e.g., church, farm, shop, house factory, detached house, semi-detached house, terrace house.  Describe some physical features of own locality.  Explain what makes a locality special.  Describe some places which are not near the school.  *Find the longest and shortest route using a map.*  **Human Geography**  Describe some human features of own locality, such as the jobs people do.  Talk about how people may spoil the area.  Talk about how people can make the area better.  Explain what facilities a town or village might need.  **Geographical Knowledge**  Find where they live on a map of the UK.  *Point out the North, South, East and West associated with maps and compass.*  **Chronological Understanding**  Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning.  Use the words past and present correctly.  Use a range of appropriate words and phrases to describe the past.  Sequence a set of events in chronological order and give reasons for their order.  **Knowledge and interpretation**  Explain how their local area was different in the past.  *Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.*  *Explain why their locality (as wide as it needs to be) is associated with a special historical event.*  **Historical Enquiry**  Find out something about the past by talking to an older person  Research the life of someone who used to live in their area using the Internet and other sources to find out about them.  *Say at least two ways they can find out about the past, for example using books and the internet.* | **Art:**  Know 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.  Investigate local artists and create some art work based on our locality  **Music:**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Listen to and learn some local songs.  **DT:**  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria.  Build structures, exploring how they can be made stronger, stiffer and more stable.  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  ‘Invent’ something to improve pupils’ lives at St. Paul’s. | Know what improves and harms their local, natural and built environments and about some of the ways people look after them  Know rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online,  the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets) |