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| ***Year 2: What does it mean to be British?*** | | |
| Children will be able to…   * Name and locate the four countries that make up the United Kingdom and their capital cities. * Know the names of some famous landmarks in the United Kingdom * Know the different flags of the countries which make up the United Kingdom * Compare the lives of two significant individuals (Queen Victoria and Queen Elizabeth II) * Compare the lives of children in the Victorian period to their own lives * Understand what algorithms are * Create and debug simple programs to make a Beebot move, following precise instructions * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | | |
|  | **SKILLS** Children can… | OUTCOME  (SME) |
| **ART**  Making Masks | **Exploring and developing**   * Communicate ideas and meanings very simply. * Identify different ways to express ideas. |  |
| **Using materials**   * Use a range of materials/ processes to show ideas/meanings. * Select the best materials for the job. * Create collage with range of materials and textures. |  |
| **Evaluating**   * Talk about their work and explain it. * Describe what they think or feel about their own and others’ work. * Think of ways to adapt and improve work. * Begin to use ways to improve work. |  |
| **Control and Expertise**   * Use a range of pens, pencils, pastels and charcoal. * Make a variety of lines, using different sizes and thicknesses. |
| **History**  Changes in the UK between times of Queen Victoria and Queen Elizabeth II. | **Chronological Understanding**   * Show developing sense of chronology by using terms concerned with the passing of time. * Place events and objects in order. * Recognise that our own lives are different from those in the past. * Use some dates on a timeline. |  |
| **Historical Knowledge and Awareness**   * Show knowledge and understanding of aspects of the past beyond living memory. * Show knowledge of some of the main events and people studied. * Guess what objects from the past were used for, using evidence to support answers. |  |
| **Historical Enquiry**   * Find answers to some questions about the past from observing/ handling artefacts. * Ask further questions about what they have heard and seen. |
| **ICT**  Programming of Beebots | **Making things happen**   * Understand how to make something move. * Give a single instruction to make something happen. * Explain what has happened when using ICT for control. * Predict what might happen when controlling. * Move and control a programmable toy. |  |
| **GEOGRAPHY**  Maps of the UK | **Geographical Study and Fieldwork**   * Remember what they have seen and can talk about it, asking geographical questions such as where, why etc. |  |
| **Use of Maps**   * Use a map of the British Isles to identify the main features. * Identify the main features of the world using a map/ globe. * Begin to use the concepts of NSEW |  |
| **Geographical Knowledge and Understanding**   * Recognise and describe physical and human characteristics of a place. * Talk about features of different places and recognise similarities and differences. * Express views about the local area and environment. * Use vocabulary to classify size |  |