




Year 2 Curriculum



<p>Why do we remember the Great Fire of London?</p> 	<p>History</p> <p>learn about events beyond living memory that are significant nationally or globally.</p> <p>significant historical events, people and places in their own locality.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements..</p>			<p>Geography</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>			<p>Art</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>to learn 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 (Van Gough).</p>			<p>DT</p> <p>to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>		
<p>What is so special about Australia?</p> 				<p>name and locate the world's seven continents and five oceans.</p> <p>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.</p> <p>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.</p> <p>use world maps atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied.</p> <p>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.</p>			<p>to use a range of materials creatively to design and make products.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients.</p> <p>use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>understand where food comes from.</p>		
<p>Were dungeons and dragons real?</p> 	<p>significant historical events, people and places in their own locality.</p>						<p>to use a range of materials creatively to design and make products.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>explore and evaluate a range of existing products.</p> <p>evaluate their ideas and products against design criteria.</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		
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