

Geography

What I should already know

Identify Europe on a world map.
Locate European capital cities on a map.
Identify landmarks belonging to different European cities.

The Journey

- To define weather and identify past extreme weather events.
- To explain the key aspects of the water cycle.
- To explain how clouds and rain are formed.
- To understand the causes and effect of water pollution.
- To name and locate the main rivers and seas in the UK.
- To name and locate areas of high ground in the UK.

Key Vocabulary

Water cycle	Precipitation	Evaporation
Condensation	Pollution	River
Sea	Mountains	Extreme weather

What I will know by the end of the unit

The effects of extreme weather.

The name of main rivers and areas of high ground in the UK.



History

What I should already know

Children have made comparisons and contrasts between aspects of historical periods and modern-day everyday life.

The Journey

- To use historical sources to find out about the Victorian period.
- To find out about the life of Queen Victoria
- To explore what life was like for Victorian working children.
- To explore why Lord Shaftesbury was an important Victorian figure.
- To compare Victorian schools with modern day schooling.
- To use historical sources to make observations about Victorian clothing.

Key Vocabulary

Victorian	Reign	Queen Victoria
Lord Shaftesbury	Class status	Compare
Sequence	Historians	Monarch

What I will know by the end of the unit

Explore what life was like in the Victorian era and significant people throughout that historic period.



Knowledge Organiser – Autumn 2 2022, Victorian Christmas (Class 2)

Science

What I should already know

How to gather findings through Scientific enquiry.
Make and record observations accurately.

The Journey

- To compare different types of rocks.
- To group rocks based on their properties.
- To explain how fossils are formed.
- To explain Mary Anning's contribution to palaeontology.
- To explain how soil is formed.
- To investigate the permeability of different soils.

Key Vocabulary

Fossils	Palaeontology	Fossilisation
Properties	Rocks	Igneous
Sedimentary	Metamorphic	Properties

What I will know by the end of the unit

Provide examples of natural and human-made rocks.
Group rocks based on their properties. Explain the difference between a bone and a fossil.



Computing

What I should already know

How to use technology purposefully to create, organise, store, manipulate and retrieve digital content.

The Journey

- To develop the use of count-controlled loops in a different programming environment.
- To explain that in programming there are infinite loops and count-controlled loops.
- To develop a design that includes two or more loops which run at the same time.
- To modify an infinite loop in a given program.
- To design a project that includes repetition.

Key Vocabulary

Algorithm	Repetition	Code
Sprite	Modify	Copy
Implement	Control	Loop

What I will know by the end of the unit

To create a project that includes repetition.



PSHE

What I should already know

How to express feelings and implement strategies to help with coping with an uncomfortable feeling.

Key Vocabulary

Change, transition, attitude, teamwork, communication, consequences, actions, emotions, considerate.

The Journey

- To learn about change.
- To explain how and why we should work well as a team.
- To know that our actions affect us and others.
- To recognise to a wider range of feelings in others.
- To describe why disputes might happen and strategies to resolve them.
- To talk about my responsibilities toward my team.

What I will know by the end of the unit

Discuss why we have worries and concerns. Explain how a dispute can be resolved.

RE

What I should already know

Compared the similarities and differences between Christianity, Hinduism and Islam.



Key Vocabulary

Islam, Muslim, beliefs, worship, God, prayer

The Journey

- To identify what we already know about Islam.
- To reflect on what the opening chapter of the Qur'an teaches Muslims about God.
- To understand why prayer matters to Muslims.
- To understand why the mosque is a special place for Muslims.
- To know why Muslims celebrate at the end of Ramadan.
- To recognise how festivals and worship show what matters to a Muslim.

What I will know by the end of the unit

Identify some beliefs about God in Islam. Make links between Muslim beliefs about God and a range of ways in which Muslims worship.

Art

What I should already know

The work of a range of artists, describing differences and similarities between different practices and making links to their own work.

Key Vocabulary

Portraits, Leonardo DaVinci, media, composition, charcoal, pencil, pen, coloured pencil, oil pastels.

The Journey

- To make a portrait.
- Learn about the artist Leonardo DaVinci, discovering his artwork.

What I will know by the end of the unit

Produced artwork inspired by famous artists.



Knowledge Organiser – Autumn 2 2022, Victorian Christmas (Class 2)

Music

What I should already know

Experimented with, created, selected and combined sounds using the inter-related dimensions of music.

The Journey

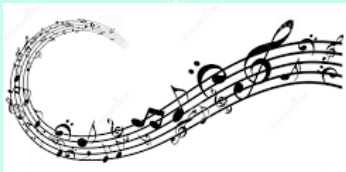
To understand what sound is and how it travels. To compare sounds in music.

Key Vocabulary

Sound, pitch, quiet, loud, high, low, listen, respond, feelings, emotions.

What I will know by the end of the unit

Identify changed in pitch, sorting sounds into categories (high, low, quiet and loud).



Design Technology

What I should already know

The contents of a healthy and balanced diet. How to prepare and cook nutritious food.



Key Vocabulary

Diet, food groups, seasonality, food diary, recipe, class.

The Journey

- Food in the Victorian times.
- The diet of the working classes in the mid-Victorian period.
- What Queen Victoria ate.

What I will know by the end of the unit

The diet of the working classes in the mid-Victorian period.

MFL

Key Phrases

Qu'est-ce qu'il y a dans la salle de classe ? [What's in the Classroom?], Où est... ? [Where is...?], Qu'est-ce que c'est ? [What Is It?], À l'école [At School], La grammaire [Grammar]

PE

Key skills

Develop flexibility, strength, technique, control and balance through gymnastics.