## Key Facts

*Mount Everest is the highest mountain in the world.*
*The worlds longest river is the Nile.*
*The longest river in the UK is the River Severn. This is an example of a physical feature.*
*The Golden Gate Bridge in in San Francisco in North America.*
*Christ the Redeemer is an example of a human geographical feature.*

## Prior Knowledge

*There are 7 continents.*
*There are 5 oceans.*
*My school is in South Oxhey. South Oxhey is in Hertfordshire, in England.*
*England is one of the four countries in the UK.*

# Our Wonderful World

| Key Vocabulary | Definition |
|---|---|
| Human features | Human made for example, towns, buildings, statues, roads. |
| Physical geography | naturally occurring, e.g. rivers, mountains, lakes |
| River | natural watercourse, flowing downhill towards the sea, ocean or a lake |
| desert | A dry area of land which receives very little rain or precipitation |
| wonder | |

## Image / diagram

## Important People / Places

*The 7 ancient wonders of the world were chosen by the ancient Greeks.*

# The Great Fire of London Houses
# Year 2

## Prior Knowledge
How to use some tools safely for example, scissors.
Glue and sticky tape can be used for joining materials.
Measure, mark out, cut, shape and score materials/ components with some accuracy.

## Technical Knowledge
Materials can be joined in different ways for example using glue, sticky tape. Different joins have different effects.
Joints must be tight ensuring they don't move. They must be given enough time to fully dry before removing them from the triangle joints.
The walls of my house must all be measured accurately and the same.
Windows must be drawn and cut out prior to attaching the walls to the beams.
Which materials are needed to make a successful product which is sturdy.
Ensure that my house has a wider base.
Use cardboard triangular joints to stiffen the structure and make it sturdy.
Use correct colours to imitate that of a Tudor house.

## What will I be able to do after I make my Tudor house?

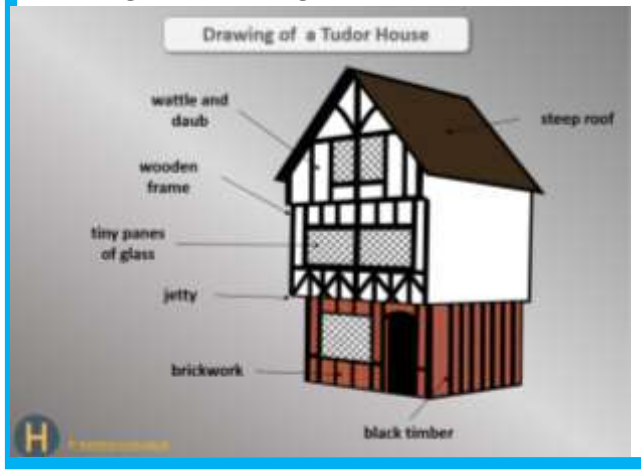
**Design**
Draw a Tudor house and label different parts and create a plan.

**Make**
Use the correct joining materials to make my product long lasting. Mark out and measure the length of the wood and card. Glue the cardboard walls to the wooden frame whilst exposing the beams. Make a thatched roof from straw. Paint my Tudor house using the correct colours.

**Evaluate**
Say what I like about my Tudor house. Say how I could improve my Tudor house.

| Key Vocabulary | Definition |
|---|---|
| Jettying | A building technique where the upper floor is larger than the lower floor. |
| Wattle | Walls made from interwoven sticks and clay. The wattle was the interwoven sticks. |
| Daub | Walls made from interwoven sticks and clay. The daub was the clay or mud. |
| Frame | The wooden frame of a house is like the skeleton of a body. The frame keeps the house upright before the walls are built. |
| Overhang | To extend outwards over something. |
| Beams | A long sturdy piece of wood or metal that is used to support the roof or floor of a building. |
| Thatched roof | A roof made out of dry plants, such as straw, water reed or heather. |

## Image / diagram




Thatch

Black and white

Wooden beams/ frames

Tall roof

Tiles

Bricks

Jetty

Small panes of glass

**Health and Safety**
Hold scissors safely: blades closed, hand around the blade, always walk when carrying scissors.

Glue gun - Allow time for the glue to cool before picking it up. Always work with an adult when you are using the glue gun.

## Key Facts

- There was a plot to kill the king James I as people did not like his religious views
- A gang of 13 men hid gunpowder in the cellars of the Palace of Westminster
- They planned to blow up the Palace while the King was there opening Parliament
- They were discovered and so the plot was unsuccessful.
- Great Fire of London happened in 1666
- Fire started in a bakery in Pudding Lane when a spark from the fire caught the rush matting on the floor
- Fire spread quickly throughout London as the houses were build of combustible materials, they were packed closely together and the streets were crowded
- The Great Fire lasted 5 days
- Only about 10people died, but 13,000 houses were destroyed and 400 streets had burned to the ground
- Famous diarist Samuel Pepys wrote about it, and buried his cheese to save it from the flames!

## Prior Knowledge

Children have an awareness of timelines and history being in the past.
Children know that there were Kings and Queens of old, and know the line of succession.
Children know that evidence comes from the past and we can use it to find out more about a period of time.

# Fire!

| Key Vocabulary | Definition |
|---|---|
| Catholic | Christian but believe the Pope is the head of the church |
| combustible | Things that will catch fire |
| eyewitness | A person who was there and saw it with their own eyes |
| Protestant | Christian but believe that the monarch is the head of the church |
| | |
| Stuart period | Period of time when the monarch's surname was Stuart – 1603 to 1714 |
| thatch | Roofing material made of straw |
| Treason | Planning to kill the King |
| | |
| | |

## Image / diagram

## Important People / Places

King James I – 1603 – Protestant King
Gunpowder plot – 13 men who planned to blow up King James as he was not supportive of Catholics
Guy Fawkes – the man charged with treason
Palace of Westminster – the House of Commons where the gunpowder was meant to blow up
Pudding Lane – the epicentre of the fire
Samuel Pepys – great diarist of the 1600s who witnessed the Great Fire and wrote an eyewitness account

## Key Facts

We make friends to keep us happy
WE can get help if we are lonely
There are different types of secrets
We can say no if we feel under pressure
We can learn to play
and work cooperatively
We can share our opinions

## Prior Knowledge

There are different types of families e.g. single parent, blended, single sex parents.

# Year 2 Relationships

| Vocabulary | Definition |
|---|---|
| inclusion | making sure all of our classmates are included in our activities in a way that is appropriate and achievable. |
| bullying | when a person continues to be unkind over a long period of time, despite being spoken to. |
| secret | a piece of information that is not generally known or is not known by someone else and should not be told to others unless we are uncomfortable. |
| respect | showing consideration for the feelings of others; accepting somebody for who they are, even when they're different from you |
| surprise | an event, a piece of news, etc. that is unexpected or that happens suddenly, usually exciting |

# Key Facts

- Different objects are made from different materials and some objects can be made from more than one material
- Objects are made from different materials. The properties of these materials make them suitable for their purpose.
- Some objects can be made from different materials for the different purposes they are used for e.g. a ruler can be made from metal, plastic or wood

# Prior Knowledge?

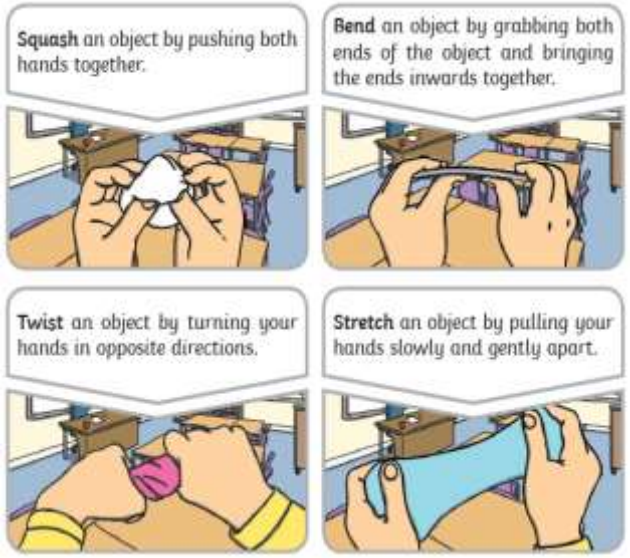
I know the names of everyday objects.

I can say what some everyday objects are made from.

| Key Vocabulary | Definition |
|---|---|
| Materials | Materials are what objects are made from. |
| Properties | This is what a material is like and how it behaves (soft, stretchy, waterproof) |
| Suitability | This mean having the properties which are right for a specific purpose. |
| Purpose | The reason for which something is done / is created or the reason for which something exists. |

# USES of EVERYDAY MATERIALS

## Images / diagrams




## Important People / Place / Events

# LIVING THINGS and their HABITAT

## Key Facts

- All living things have certain characteristics that help them to keep them alive and healthy.
- Living things live in habitats that suit them and provide for their basic needs.
- Living things depend on other living things in order to survive.

| A Fallen Log | Rock Pool | A Clump of Grass |
|---|---|---|
| | | |
| It is dark and warm inside. Minibeasts live here because they can eat the rotting wood, keep moist and burrow inside. They are safe from birds that want to eat them. | The microhabitat of a rock pool changes as the tide comes in and out of the pool. The pool provides shelter for the animals and plants that need water to survive. | A clump of grass is a microhabitat. It is home to many minibeasts that eat the grass, shelter in the clump and camouflage in the leaves. |

You can remember the seven things all living things do by using the letters MRS GREN

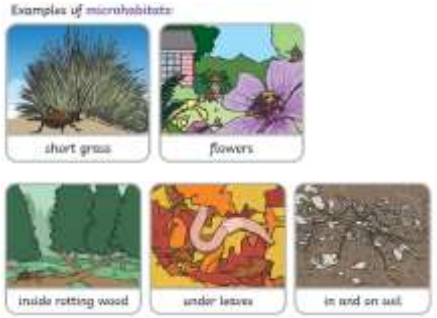
| | | |
|---|---|---|
| M | Movement | Animals move in many different ways. Plants grow and turn towards light. |
| R | Respiration | Plants and animals use oxygen from the air to turn food into energy. |
| S | Sensitivity | Living things can detect changes in their surroundings. |
| G | Growth | Living things get bigger and grow. |
| R | Reproduction | **Animals have young. Plants create** seeds from which new plants grow. |
| E | Excretion | Living things get rid of things that they make but don't need. |
| N | Nutrition | Living things need food/nutrients for energy. |

## Prior Knowledge?

I can identify and name some wild and garden plants and some common animals.
I know the parts of common plants/trees.
I know that trees are either deciduous or evergreen.
I know the changes that happen across 4 seasons.

## Key Vocabulary / Definition

| Key Vocabulary | Definition |
|---|---|
| shelter | A place this gives protection/ |
| suitable | Has everything that is needed for something to live. |
| suited | Has adaptations to help it survive. |
| habitat | Home to plants, animals and other living things. |
| micro-habitat | Small part of a larger habitat. This could be places like under a rock, under leaves or on a branch. Minibeats live in microhabitats where they have everything they need to survive. |
| | |




Micro-habitats are small, areas that are part of a bigger habitat.

They contain features that make them suitable to the things that live there, e.g. food, shelter, or temperature.

## Images / diagrams

| Ocean | Rainforest | Desert | Woodland | Polar |
|---|---|---|---|---|
| | | | | |
| An ocean habitat is filled with salty water. Animals need to be able to breathe underwater to survive. Plants need to be near the surface so they can still get light from the sun to make food. | A rainforest habitat is warm and wet. Trees grow very tall so animals and plants need to be able to live in shady places or be able to climb up to reach the light. Animals need to be able to cool down quickly. | A desert habitat can be very hot and sandy. There is very little rain and water is hard to find. Animals and plants need to be able to store water to use when there is none around them. | A woodland habitat has areas of trees and areas of grasses and shrubs. Animals need to be able to adapt to changes in weather from warm summer days to cold snowy winters. | A polar habitat is filled with ice and snow. Animals need to be able to keep warm and wait a long time for food. Plants need to be tough and able to survive under deep layers of snow. |
| • Shark<br>• Clown fish | • Tree frog<br>• Sloth | • Camel<br>• Lizard | • Deer<br>• Fox | • Killer Whale<br>• Penguin |

## Important People / Places / Events

Claudius P

Purple Mash Computing Scheme: Knowledge Organiser

# Year 2
# Route Explorers

## Key Learning

- To use the direction keys in 2Go to move the turtle along a route.
- To use units of distance along with the direction keys in 2Go to move along a route.
- To write instructions to complete more than one step of a route at once.
- To build up instructions for a longer route.

## Key Resources

2Go

## Key Vocabulary

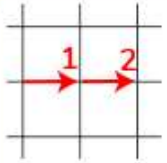
**Algorithm**
A set of instructions in order.

**Coding**
Creating instructions for a computer, telling it what to do, step-by-step.

**Computer Bug**
Bug is the word used to describe an error in the way that a computer program works.

## Key Images

Direction commands




Distance commands

Undo

Command layouts\algorithms

Rewind

**Command**
An action such as, turn left'.

**Debugging**
To find and remove bugs (errors) from a computer program.

**Direction**
The path that something travels. For example, a robot moving forwards or backwards.

## Key Questions

**What does a 2Go Command include?**
A direction and a distance.

**How do you work out the distance for a command?**
Count the grid squares that the turtle must move.

**If your commands take the turtle on the wrong route, how do you get back to the start?**
Click on the rewind button and then debug the code.

**How many commands can be in a program?**
Up to 10 commands.

Purple Mash Computing Scheme: Knowledge Organiser

# Year 2
# The Internet

## Key Learning

- To understand how the internet, the World Wide Web and a browser work together.
- To understand the different types of hardware used to access the internet and their functions.
- To understand the difference between a website and a webpage and use a school website to find information.
- To understand the difference between a browser and a search engine, and to practise searching for information safely.

## Key Images

Browsers

Wi-Fi

Smart Device

## Key Vocabulary

**Browser**
A program used for displaying and navigating between web pages.

**Smart Device**
A device, like a TV, phone, or watch, that can connect to the internet.

**Home Page**
Often the first page of a website.

**Webpage**
A single page of information on a website.

**Internet**
A way to send information from one device to another anywhere in the world.

**Wi-Fi**
A way to connect to the internet without wires.

**Search Engine**
A website that helps us find information on the internet. Example: Google or Kiddle.

**World Wide Web**
The web pages and documents you see when you are browsing online.

## Key Questions

**What is the difference between a website and a webpage?**
A webpage is just one page on a website. A website is a collection of webpages.

**What makes a device a smart device?**
A smart device is something that is able to connect to the internet.

**Can you explain what a browser does?**
A browser is a tool for displaying and navigating between webpages.

Purple Mash Computing Scheme: Knowledge Organiser

# Year 2
# Creating Pictures

## Key Learning

- To create a digital art piece in an Impressionist style.
- To create a digital art piece in a Pointillism style.
- To create a digital art piece that is in the style or Piet Mondrian's work.
- To create digital art patterns in the style of the Arts and Crafts movement.
- To create a portfolio of digital art.

## Key Resources

2Paint A Picture

Publishing Template

## Key Vocabulary

**Arts and Crafts**
A style of art that often-used nature inspired patterns.

**De Stijl**
A style of art from over 100 years ago that uses straight lines and bright colours.

**Digital Portfolio**
A place where a collection of different files can be saved in one place or file.

**Import**
Using a file such as an image and importing it into another file like a writing template.

**Impressionism**
A style of painting that looks light and colourful. Instead of painting every detail, impressionist artists used quick and short brush strokes, which captured a scene at that moment.

**Palette**
Within computer graphics, this is the range of colours or shapes available to the user.

**Pointillism**
A way of painting where artists use tiny dots of different colours instead of brushstrokes.

**Repeating Pattern**
A decorative design that is shown again and again.

Purple Mash Computing Scheme: Knowledge Organiser

Year 2
Creating Pictures

## Key Images

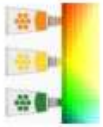
Choose the art style

Open, Save and Share

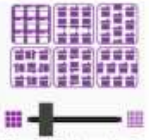
Undo or redo

Dilute colours

Use outline guide



Select colours from palette



Pattern style and size

Import and remove picture