

# **Knowledge Organisers**

## **2<sup>nd</sup> Autumn Term**

**Science**

**History**

**Art/DT**

**PSHE**

**R.E**

**P.E**

**Music**

## **Year 2**

## Knowledge Organiser- Living things and their Environment – Science - Year 2

Key Vocabulary	Definition
Habitat	A place where particular
Adapt	To change to fit in with the habitat
Environment	The surroundings of where an animal or plant lives
Food Chain	Who eats what in a given habitat
Producer	A green plant that creates its own food
Consumer	An animal or creature that must eat something to survive
Predator	An animal that hunts and eats other animals
Prey	An animal that is hunted, killed and eaten by another animal
Oceans	A huge body of saltwater
Overfishing	To take too many fish out of the sea
Deforestation	The clearing or cutting down of forests.
Damage	To hurt or harm a person or a place
Specific habitat names, animals and plants as required each lesson.	

Key knowledge
I know that a food chain describes 'who eats what' within a habitat.
I am able to describe ocean habitats and identify animals and plants that live there.
I understand that scientists do not know everything about deep-sea ocean habitats.
I know how overfishing is affecting ocean habitats.
I know that some human activity can damage habitats.

### Habitat damage and destruction



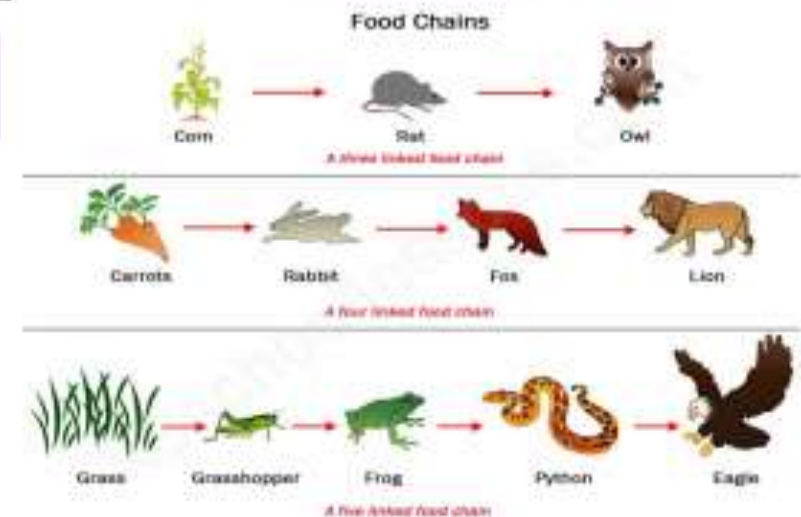
### Deep Ocean



### Ocean habitat



### Food Chain



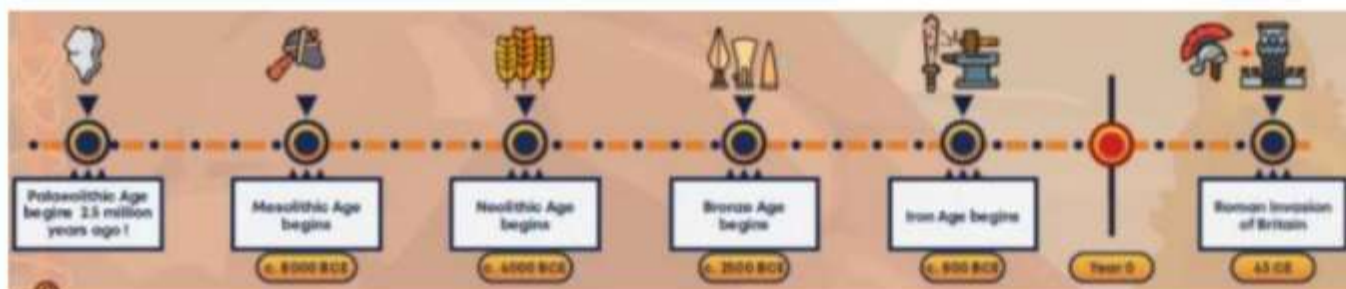
## Year 2 Knowledge Organiser – Stone Age to Iron Age- History – Year 2

Key Vocabulary	Definition
Archaeologist	Scientists who study the history of humans by looking at what has been left behind (e.g. objects buried underground or graves)
Artefact	An object that can tell us about the past
Prehistory	The time before written records
Hunter-gatherer	People who live by hunting and collecting wild food
Nomad	People who travel from place to place in search of food.
Druid	An ancient Celtic priest
Wattle and Daub	A building method to build houses using sticks and mud or clay.
Long Barrow	A Neolithic burial site
Quern Stone	A tool for grinding grain
Hill fort	Small towns built on top of hills, with walls and ditches.
Henge	A circular monument, usually containing a circle of stones or wooden posts.

Key Knowledge
I know how people lived in Britain during the Old Stone Age and Middle Stone Age.
I know farming began in the Neolithic Age.
I know that the Bronze Age began when people learned how to make things from Bronze.
I know that Stonehenge is a prehistoric monument built over 5000 years ago.
I know that the Iron Age began around 800 BCE when people learned how to make objects from Iron.

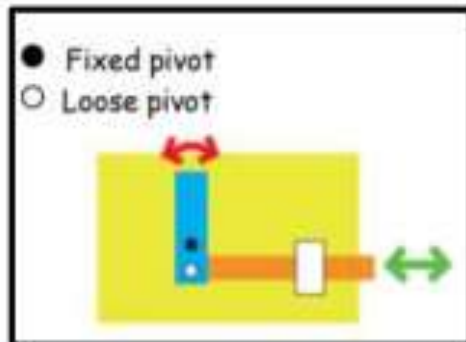
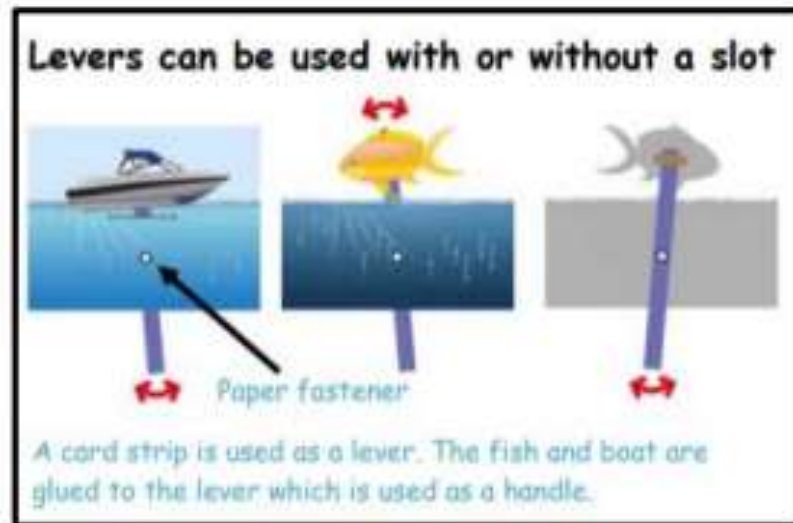
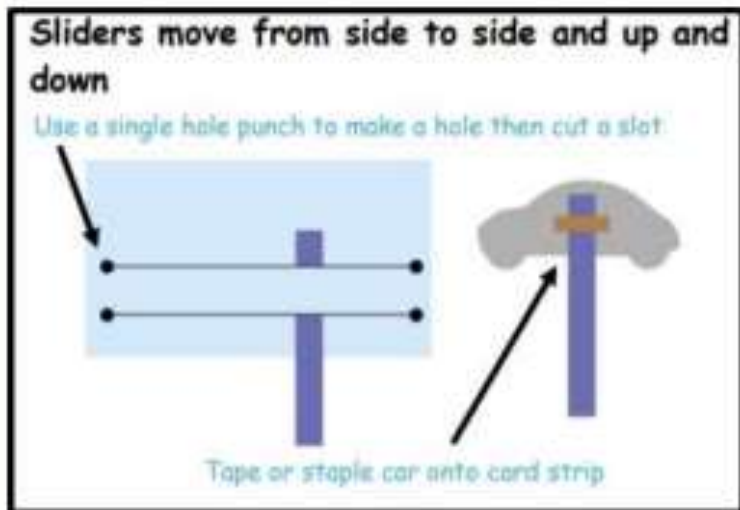
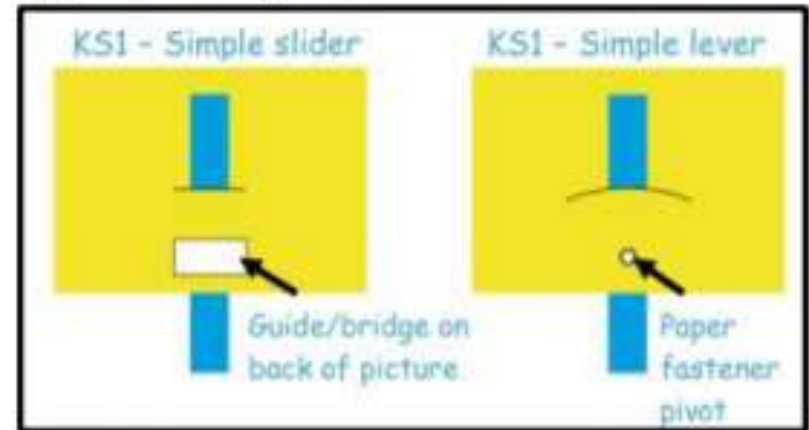
### Important discoveries/artefacts that helped us learn more about life in Britain at this time:

Palaeolithic	<ul style="list-style-type: none"> <li>• Artwork at Creswell</li> <li>• Crags</li> </ul>	
Mesolithic	<ul style="list-style-type: none"> <li>• Howick House</li> <li>• Cheddar Man</li> <li>• Star Carr</li> </ul>	
Neolithic	<ul style="list-style-type: none"> <li>• Skara Brae</li> <li>• Stonehenge (last changes during the Bronze Age)</li> </ul>	
Bronze Age	<ul style="list-style-type: none"> <li>• Must Farm</li> <li>• Arnesbury Archer</li> </ul>	
Iron Age	<ul style="list-style-type: none"> <li>• Hill Forts</li> <li>• Lindesfarne Man</li> </ul>	

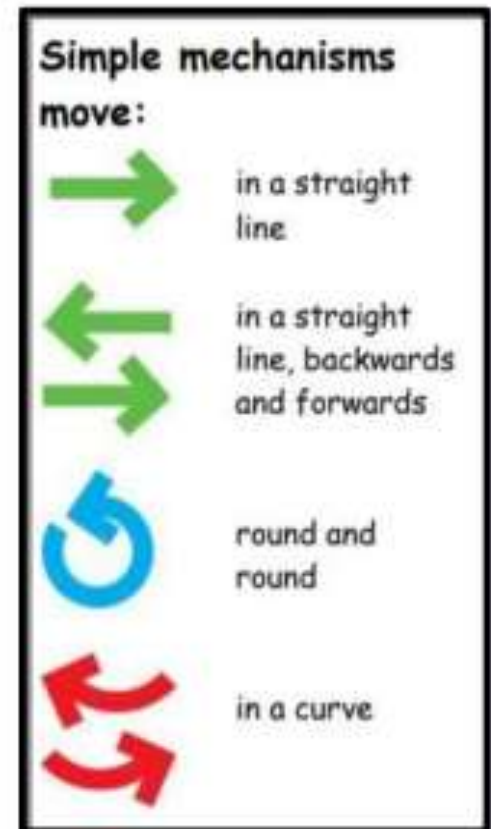


## Knowledge Organiser - Sliders and Levers - Design Technology – Year 2

Key Vocabulary	Definition
slider	a rigid bar which moves backwards and forwards along a straight line.
lever	a rigid bar which moves around a pivot.
pivot	The central point on which a mechanism turns
slot	the hole through which a lever or slider is placed to enable part of a picture to move
bridge/guide	a short card strip used to keep sliders in place and control movement
mechanism	a devise used to create movement



Key Knowledge
I know levers and sliders can create movement.
I know a lever moves around a pivot.
I know how to design and make a moving picture.

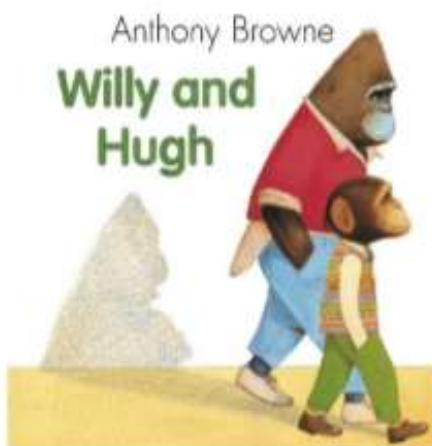


## Knowledge Organiser – PSHE – Celebrating Difference - Year Two



Key Vocabulary	Definition
Similarities	Having similar features – looks alike.
Differences	A way in which people or things not alike.
Stereotypes	To have a set idea about what a particular type of person is like.
Assumptions	Something that you accept as true without question or proof.
Qualities	A characteristic or feature of someone.
Unique	Being the only one of its type or special in some way.
Included	To feel accepted – part of something.
Bully	Someone who hurts or frightens someone else, often over a period of time.

Key Knowledge
I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).
I understand that bullying is sometimes about difference.
I can recognise what is right and wrong and know how to look after myself.



### Reflective questions

Ask me this...

Why is it important that we are not all the same?

How do you know if someone is a good friend?

**R.E. Year 2 - Autumn 2 Knowledge Organiser**  
**Enquiry: Why do Christians believe God gave Jesus to the world?**

Key vocabulary	Definition
<b>Inspire</b>	To look up to someone or something
<b>Hero</b>	A person who is brave and good and looked up to by others. A hero can inspire people.
<b>Advent</b>	The period beginning on the 4 <sup>th</sup> Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth.
<b>Saviour</b>	God or Jesus Christ as the redeemer of sin and saver of souls.
<b>Jesus</b>	The Son of God who lived on Earth.



Key Knowledge
I can explain what a "hero" is and explain why I think someone is a hero.
I know that some problems are caused by people being unkind.
I can re tell the Christmas Story
I can give some reasons why God gave Jesus to the world.
I know that Jesus wanted to help the world by teaching others to love each other and be kind.
I can give examples of when I have been kind to others.



**George Saves the World by Lunchtime**  
 Jo Readman  
 Lay Honor Roberts




**Who is your hero?**

**Advent helps Christians prepare for the birth of Jesus.**

**Love Thy Neighbour**

Key Vocabulary	Definition
<b>Action</b>	The skill a gymnast uses in their sequence e.g. jump, travel, shape, balance, roll.
<b>Link</b>	To know that if shapes link well together it will help sequences to flow.
<b>Sequence</b>	A number of actions linked together.
<b>Body tension</b>	Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Skills	
<b>Balancing with apparatus</b>	
<b>Jump into landing position</b>	
<b>Forward roll</b>	

### Skill Development

- To perform gymnastic shapes and link them together.
- To use shapes to create balances
- To link travelling actions and balances using apparatus
- To demonstrate different shapes, take off and landing when performing jumps
- To develop rolling and sequence building
- To create a sequence using apparatus.

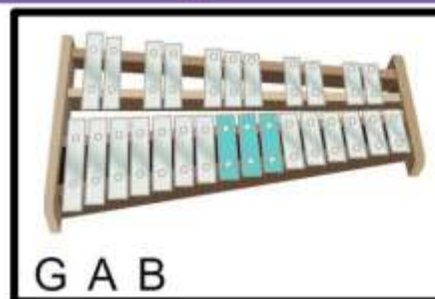
Key Vocabulary	Definition
Pulse/Beat	A musical pulse
Rhythm	Music as it unfolds in time
Pitch	Highness or lowness of a sound
Ensemble	A group of people who perform instruments or sing together
Orchestra	A group of musicians who perform instruments together – mainly stringed instruments.
Texture	Thick or thin – how many layers of voice and/or instruments are in a piece of music.
Legato	Smooth and flowing music
Staccato	Short and spiky music
Articulation	The way specific notes of parts of a piece are played or sung e.g. staccato

**2/4 Time Signature**

Top Number  
2 beats in every measure

Bottom Number  
Quarter Note (Crotchet) Beats

minim	half note	2 beats
crotchet	quarter note	1 beat
quaver	eighth note	1/2 beat



do re mi fa so la ti do

**Songs covered**

- Sparkle In The Sun
- Listen
- The Orchestra Song