



Saint Nathaniel's Academy Curriculum Map

KEY
Maths Links

Autumn				
Year 2	Geography <u>Magical Mapping</u>	Intent	Trips/Experiences	Local area walk, Wesport Lake
			Knowledge Organiser	How do we use maps? What are they used for?
			Vocabulary	North, South, East, West, globe, atlas, map, landmark, continent, ocean
		Implementation	In the context of children's school / local area: <ul style="list-style-type: none"> To devise simple maps and use and construct basic symbols in a key To use simple compass directions and locational and directional language to describe the location of features and routes on a map To use atlases and globes to identify the UK and its countries To use aerial photographs and plan perspectives to recognise landmarks and basic human physical features To use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical of its surrounding environment To use basic geographical vocabulary to refer to key human and physical features To name and locate the world's seven continents and five oceans 	
	Impact	Complete an orienteering activity around school.		
	History <u>The Gunpowder Plot</u>	Intent	Trips/Experiences	Links with Bonfire night
			Knowledge Organiser	Who was Guy Fawkes? Why is he significant?
			Vocabulary	Plot, gunpowder, parliament,
		Implementation	<ul style="list-style-type: none"> To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past To find out about events beyond living memory that are significant nationally To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally To be taught about changes in living memory and where appropriate, these should reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally 	
	Impact	Create posters for and hold a firework display.		
	Art <u>LS Lowry</u>	Intent	Trips/Experiences	The Lowry in Salford
			Knowledge Organiser	Who was L.S. Lowry?
Vocabulary			Artist, colour, pattern, texture, line, shape, form, space, sculpture	
Implementation		In the context of LS Lowry: <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		
Impact	Create a 'seascape painting'			
D & T <u>Fabric Bunting</u>	Intent	Trips/Experiences		
		Knowledge Organiser	What might we use bunting for? How shall we make bunting?	
		Vocabulary	Fabric, bunting, design, template, felt, sewing	
	Implementation	<ul style="list-style-type: none"> Explore and evaluate a range of existing products in the context of evaluating bunting designs Generate, model, develop and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology Select and use a range of tools and equipment to perform practical tasks (running stich to join fabric) Select and use a wide range of materials and components, including textiles, according to their characteristics (selecting materials to join to fabric bunting) Evaluate ideas and products against a design criteria 		
Impact	Create a class bunting to be displayed			



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