

Year 2 Knowledge Organiser: Vile Victorians!

Cross-curricular subject links: Science, Art, Maths

Reading text - That Rabbit Belongs To Emily Brown - Cressida Cowell

Curriculum Driver: Awesome Memories, Discovery, Happiness

Trips/Enrichment: Victorian Day

GARP/GASP: Queen Victoria was made Empress of India in 1877. She appointed Abdul Karim to her royal household and he helped her to learn Urdu and develop a love of curries. He became a Commander of the Order (a rank just below a knight).

Subject/Conceptual knowledge/skills:

History - chronology, knowledge and understanding, historical interpretations, history enquiry and organisation and communication

LEAPS:

I can recognise that my life is different from the lives of people in the past.

I can recount changes in my own life over time.

I can sequence objects, pictures, events and people in chronological order.

I can use dates where appropriate.

I can use information to describe differences between then and now.

I can describe significant historical events and people from a significant time in history.

I can ask and answer questions and make predictions by handling and observing sources and artefacts.

I can discuss the actions and achievements of people in the past.

Core Knowledge:

Queen Victoria reigned from 1837 to 1901. This period of time is called The Victorian Era.

Queen Victoria and Prince Albert were important people because their actions and choices have affected the way we live our lives today. They oversaw improvements in education throughout the Victorian period.

At the start of the Victorian age, not all children were able to go to school. By the end of the Victorian Era, all children had to go to school until they were 13. Schools during the Victorian period were very different to what schools are like now.

There were big differences between the lives of poor and rich children during the Victorian Era.



Vocabulary

Words	Meaning
coronation	A ceremony which someone is made king or queen.
monarch	The head of state, often a king or queen.
reign	The period of time in which you are in charge of something.
significant	important
mourning	An expression of sadness following the loss of something important.
chronological	In time order.
artefact	An object of cultural or historical interest.
sources	Something that contains important information.
historical	Concerning past events or belonging to the past.

Key Visuals:



dunce hat



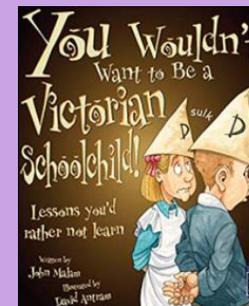
slate and chalk



Boys and girls were taught separately.

	Poor Children	Rich Children
Homes		
Food		
Toys	 	 

Books/associated reading:



Key dates:

1819 - Queen Victoria is born.

1837 - Victoria becomes the queen because her uncle dies.

1838 - Queen Victoria's official coronation.

1840 - Queen Victoria married Prince Albert.

1861 - Prince Albert dies.

1891 - Education is made compulsory.

1901 - Queen Victoria dies.

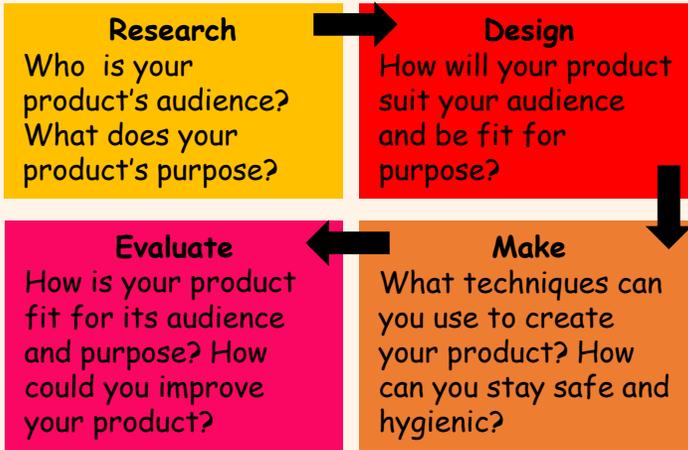
Subject/Conceptual knowledge/skills:

DT - Designing, making, evaluating, cooking and nutrition

LEAPS:

- I can explain which products I am making and designing.
- I can discuss whether my products are for myself or someone else.
- I can use simple design criteria to help develop my ideas.
- I can use knowledge of existing products to form ideas.
- I can follow procedures for safety and hygiene.
- I can make simple judgements about my products and ideas against design criteria.
- I can prepare simple dishes safely and hygienically, without using a heat source.
- I can demonstrate how to use techniques such as cutting, peeling and grating.

Core Knowledge



bread and butter pudding



chopping



grating



Key Vocabulary

design, product, design, criteria, user, hygiene, safety, ingredients, method, measure, weigh, recipe

Subject/Conceptual knowledge/skills:

RE - Christianity

Why do Christians believe God gave Jesus to the world?

LEAPS:

- I can say how I could help solve a problem by showing love.
- I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.
- I can tell you why Christians think God gave Jesus to the world.

Core Knowledge

Jesus was born in a stable in Bethlehem. Mary and Joseph (his parents) had to get there by donkey. Three Wise Men followed a star to find Him. They gave him presents of gold, frankincense and myrrh.

Christians believe that God sent Jesus to the world to set a good example. He was a good role model and showed others how to treat each other.

Key Vocabulary

Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Saviour, Rescuer, Agape.

Subject/Conceptual knowledge/skills:

PSHE - SCARF
Valuing Differences
British Value - Mutual Respect

LEAPS

- I can identify some of the physical and non-physical differences and similarities between people.
- I can recognise and explain how a person's behaviour can affect other people.
- I can identify and explain why people are special to me.
- I can explain how it feels to be part of or left out of a group.
- I can suggest and use strategies for helping someone who is feeling left out.
- I can recognise and describe acts of kindness and unkindness.

Core Knowledge

Unique - being the only one of its kind, unlike anything else

We all have appearances that are the same and different to each other. We also have other aspects of ourselves that can be the same or different such as hobbies, likes and dislikes.

Your behaviour can affect other peoples behaviours in positive and negative ways.

Key Vocabulary

appearance, physical differences, non-physical differences, similarities, respect, special, behaviour, groups, feelings, kindness, listening, negotiation, positive relationships

Subject/Conceptual knowledge/skills: PE
Gymnastics and OAA

LEAPS:

Gymnastics:

I can explore and create different pathways and patterns.
I can hold a still shape whilst balancing on different points of the body (straddle, straight, tuck, pike).
I can perform a range of rolls showing extension and control (log roll, tuck roll, circle roll, forward roll and backwards roll).
I can perform a balance on a piece of apparatus showing good control.

OAA:

I can listen to and follow instructions from an adult or partner.
I can use resources to solve problems as part of a group involving exploration and discovery.
I can discuss and work with others in a group.
I can identify basic orienteering symbols and colours using the legend [map key]
I can travel safely to and from orienteering control marker signs.

Core Knowledge
Gymnastics:



straddle



straight



tuck



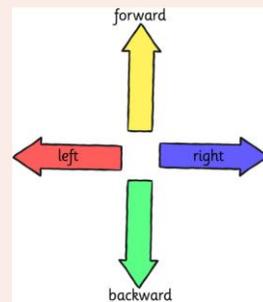
pike

A balance is holding a gymnastics position.
The body must be still.

OAA:

A legend tells you what the symbols mean.

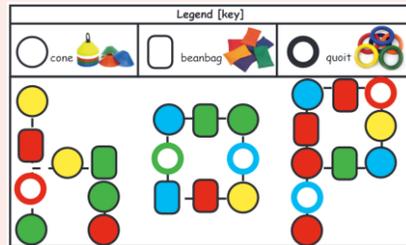
Directions:



Key Vocabulary

pathways, patterns, shape, balance, rolls, extension, control, apparatus

orienteering, control, marker, signs, direction, instruction, partner, movement



Subject/Conceptual knowledge/skills
French - speaking, listening and reading

LEAPS:

I can speak aloud familiar words or short phrases in chorus.
I can listen and respond to familiar spoken words and phrases.
I understand the sounds of individual letters and groups of letters.
I am able to read aloud familiar words or short phrases in chorus.

Core Knowledge & Key Vocabulary

- 0 - zéro
- 1 - un
- 2 - deux
- 3 - trois
- 4 - quatre
- 5 - cinq
- 6 - six
- 7 - sept
- 8 - huit
- 9 - neuf
- 10 - dix



Subject/Conceptual knowledge/skills: Computing
iPub

LEAPS:

I know about the world wide web and how it has developed throughout time
I can consider how technology changes with time.
I can share knowledge through media presentations.

Core Knowledge

The world wide web is all the pages on the internet. It is called a 'web' because they all link together.

It started off just as pages to read. Now people can interact such as sending messages and adding photos and videos.



Key Vocabulary

past, present, future, devices, computer, storage, keyboard, internet, world wide web, email, e-book, audio, images, text, links