

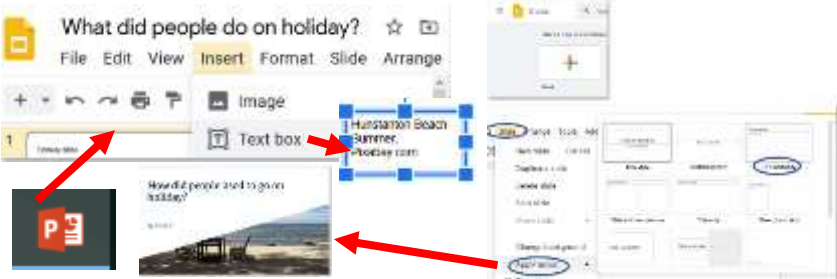


# Knowledge Organiser – Year 2 Computing: We are Safe Researchers

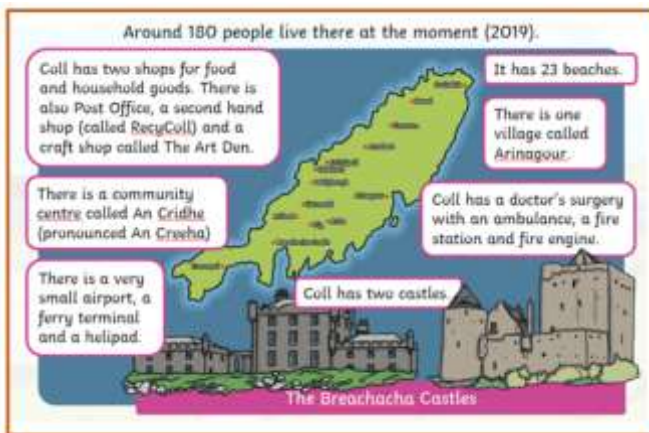
Key Knowledge	Key Vocabulary		Cultural Heritage
<p><b>Unit 2.4: We are safe researchers</b> Researching a topic</p> <p>During this sequence of learning, pupils will learn how to retrieve digital content from the Internet for a particular purpose and use mind mapping software, Popplet to organise their questions and answers about a topic.</p> 	<p><b>Mind map</b></p>	<p>Visual representation of ideas, showing how these ideas can be connected to one another</p>	<p><b>Larry Page</b> An American Born Entrepreneur.</p>  <p><b>Larry Page</b> Co-Founder/ Inventor of Google search engine.</p> <p>Lawrence Edward Page is an American business magnate, computer scientist and Internet entrepreneur. He is best known as one of the co-founders of Google along with Sergey Brin.</p> <p>What can it be used for? e.g.</p> <ul style="list-style-type: none"> <li>Finding answers for homework</li> <li>Information about famous people like Marcus Rashford.</li> <li>Research about places</li> </ul>
	<p><b>Presentation</b></p>	<p>Typically, a sequence of slides showing text and images accompanied by a spoken commentary</p>	
	<p><b>Google</b></p>	<p>Dominant provider of Internet search, and additional services such as Google Docs and Gmail.</p>	
	<p><b>Google custom search</b></p>	<p>The ability, via Google, to create a customised search engine for a predefined list of websites</p>	
	<p><b>Search engine</b></p>	<p>Web-based service that has an index of Internet pages. It allows users to find pages that include certain terms, ranking the resulting list in a way that is helpful</p>	
	<p><b>Wikipedia</b></p>	<p>online encyclopaedia edited by its users</p>	
	<p><b>Filter</b></p>	<p>means by which Internet access to sensitive or inappropriate material is prevented</p>	
	<p><b>Creative Commons</b></p>	<p>licence which allows some images to be reused without further permission</p>	
			

# Knowledge Organiser – Geography: UK to Mexico Y2

## Key Knowledge



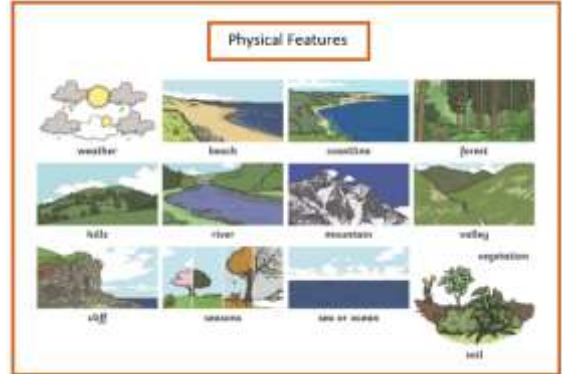
<b>What is the difference between GB and the UK?</b>	Great Britain (GB) is the name for the island that consists of England, Scotland and Wales. The United Kingdom (UK) is made up of the countries of Great Britain, plus Northern Ireland.
<b>What is a seaside resort (town)?</b>	A seaside resort is a town that is located on the coast (near the sea)
<b>Where is the Isle of Struay?</b>	The author Mairi Hedderley used to live on the Isle of Coll. Living there inspired her to write the Katie Morag stories. She used her experiences on the Isle of Coll to create a fictional island (does not exist) for her stories which she called the Isle of Struay.
<b>Where is the Isle of Coll?</b>	The Isle of Coll belongs to a group of islands called the Hebrides (Scotland). Coll is part of the Inner Hebrides. It is 13 miles (20 km) long and 3 miles (4 km) wide.



## Key Vocabulary

<b>island</b>	A piece of land surrounded by water.
<b>shore</b>	The land along the edge of a sea or lake.
<b>coast</b>	The part of land joining the sea.
<b>beach</b>	An area of sand or small stones near the sea.
<b>cliff</b>	A steep rock face, especially at the edge of the sea.
<b>port</b>	A harbour where ships load and unload.
<b>harbour</b>	A place on the coast where ships or boats moor.
<b>tourist</b>	A person who is travelling or visiting a place for pleasure.

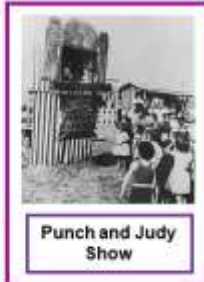
## Cultural Heritage



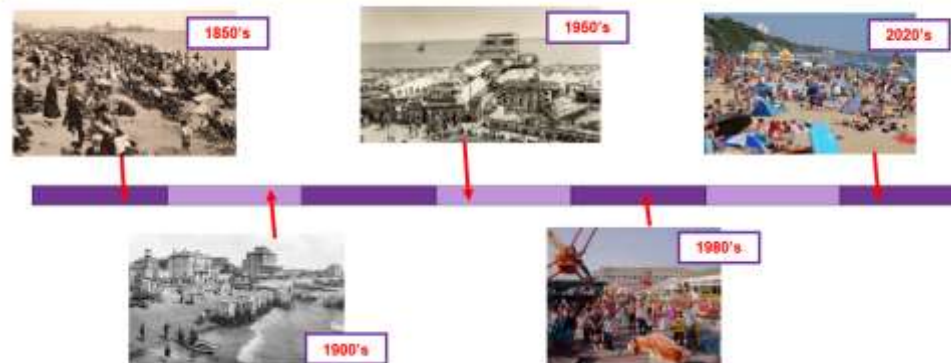
# Knowledge Organiser – History: UK to Mexico Y2

## Key Knowledge

<b>Why did seaside holidays become popular?</b>	With the invention of railways in the 1840's brought seaside resorts in easy reach of people who lived in factory towns like Manchester, Birmingham.
<b>How long did people stay at the seaside resorts?</b>	The working classes were there on day trips from the factory towns. Wealthier people went for a week in the summer, staying in hotels or guest houses.
<b>What is a bathing machine?</b>	A bathing machine were carriages in which the women would change into their bathing costumes. A horse would then pull the bathing machine towards the sea and the women would lower themselves into the sea without being seen.
<b>What did people do at the seaside?</b>	To attract visitors, lots of seaside towns build piers out into the sea (Southend on Sea's pier is 1 mile long (1.6 km)). People enjoyed strolling along them to breath in the fresh healthy sea air. Bathing in the sea was also very popular. Children loved to make sandcastles in the sand, watch Punch and Judy shows or have a ride on a donkey.



### Timeline



## Key Vocabulary

<b>Victorian Era</b>	The time of Queen Victoria's reign 1837 – 1901
<b>20<sup>th</sup> Century</b>	The 20 <sup>th</sup> Century was 1900 – 1901
<b>21<sup>st</sup> Century</b>	We are in the 21 <sup>st</sup> Century. It started in the year 2000 and will end in 2099.
<b>timeline</b>	A graphical representation of a period of time which important events are marked on.
<b>artefacts</b>	An object made by a human that is of historical interest.
<b>chronological order</b>	The arrangement of things following one after another in time.

## Cultural Heritage

### Holidays






Once work conditions improved and people got better pay, families who lived in cities looked to have a holiday to take them away from the noise and pollution of the city. Seaside resorts sprang up to accommodate this need.

### Travel Abroad



In the 1970's aeroplanes became bigger like the Boeing 747. Bigger aeroplanes meant more seats and more seats meant cheaper tickets. Journeys once for the rich were suddenly very affordable.

# P.E Knowledge Organiser – Throwing and Catching – Year 2

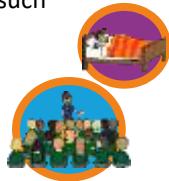
Key Knowledge	Key vocabulary	Cultural Heritage								
<p><b>Striking</b></p> <p>I will be able <b>to strike a ball</b> by</p> <ul style="list-style-type: none"> <li>• using my foot/racquet/ bat</li> <li>• connecting with the ball and following through in the direction that the ball should go</li> <li>• making a decision where the ball should go</li> </ul> <p>I will be able <b>to strike a ball to score points</b> by</p> <ul style="list-style-type: none"> <li>• pointing non-striking in the direction I want to strike</li> <li>• striking towards an available space</li> <li>• varying the weight and distance of the strike</li> </ul>	<table border="1"> <tr> <td>direction</td> <td>The place where you want the ball/object to land</td> </tr> <tr> <td>distance</td> <td>How far you want the ball/object to travel</td> </tr> <tr> <td>fielding</td> <td>The art of stopping or retrieving an object that has been hit by a batsman.</td> </tr> <tr> <td>over-arm throw</td> <td>A throw performed with the arm raised above the shoulder, using a vertical arm rotation</td> </tr> </table>	direction	The place where you want the ball/object to land	distance	How far you want the ball/object to travel	fielding	The art of stopping or retrieving an object that has been hit by a batsman.	over-arm throw	A throw performed with the arm raised above the shoulder, using a vertical arm rotation	 <p><b>Sachin Rameshbabu Tendulkar</b> is an Indian former international cricketer who served as captain of the Indian national team. He is widely regarded as one of the greatest batsmen in the history of cricket. He is the highest run scorer of all time in international cricket.</p>
direction	The place where you want the ball/object to land									
distance	How far you want the ball/object to travel									
fielding	The art of stopping or retrieving an object that has been hit by a batsman.									
over-arm throw	A throw performed with the arm raised above the shoulder, using a vertical arm rotation									
<p><b>Game playing</b></p> <p>I will be able <b>to make decisions</b> by</p> <ul style="list-style-type: none"> <li>• deciding how to use the available space</li> <li>• using tactics when playing games</li> <li>• knowing the rules of the game</li> </ul> <p>I will be able <b>to use tactics when playing a sending and receiving game</b> by</p> <ul style="list-style-type: none"> <li>• fielding in my own space</li> <li>• ensuring there are equal spaces between each fielder</li> <li>• communicating with my team</li> </ul>	<p>You will be playing a game called Kwik-Cricket. In this game you need to make sure you're hitting the ball into space. If you're a 'fielder' you need to get the ball back to the 'bowler' as soon as possible!</p>									
<p><b>Throwing</b></p> <p>I will be able <b>to throw in different directions</b> by</p> <ul style="list-style-type: none"> <li>• varying the length of my swing/ pull back</li> <li>• thinking about the release point</li> <li>• using different amounts of power</li> </ul> <p>I will be able <b>to throw over different distances</b> by</p> <ul style="list-style-type: none"> <li>• using an underarm throw for short distances</li> <li>• using over-arm throwing for longer distances</li> </ul> 	<p>You have learnt how to throw, either overarm or underarm. In a game situation, you need to think about which throwing technique you use.</p> <p>Video for correct techniques found here:  <a href="https://www.risingstars-uk.com/my-rising-stars/series/champions/resources/champions-year-1-(1)#">https://www.risingstars-uk.com/my-rising-stars/series/champions/resources/champions-year-1-(1)#</a> (Cricket fielding/striking/technique)</p>	<p><b>Sarah Jane Taylor</b> (born 20 May 1989) is an English cricketer who currently plays for Sussex and Northern Diamonds. She appeared in 10 Test matches, 126 One Day Internationals and 90 Twenty20 Internationals for England between 2006 and her retirement from international cricket in 2019 due to an anxiety issue.</p>								

# Knowledge Organiser – Year 2 WW Respecting Rights – 2.2

## Key Knowledge

### 1. Rights

- The basic needs of all humans are food, water, shelter, to be safe, to feel happy and to have the opportunity to learn and develop.
- All humans, all around the world, deserve to have their basic needs met. This is their right.
- Human rights help make the world a better place. They help people to be treated fairly and to have what they need to be happy and healthy.
- Children have their own special rights such as the right to:
  - an education
  - to be heard and taken seriously
  - to be protected
  - to have access to doctors and medicine
- Sometimes, people don't have their human rights met. This can make their lives hard.



### 2. Protecting Our Rights

People in your life, who you trust, can help to protect your rights. They can make sure your basic needs are met. They can also help you when you feel unhappy or worried.



There may be times when you don't feel safe. This can be upsetting and a little frightening but there are things you can do if this happens.

### 3. Respecting Rights

- We can show respect for the rights of others in lots of ways. We can:
- listen to everybody's thoughts and ideas.
  - take time to show care and love to others.
  - include everyone.
  - let people be who they want to be and not make fun of them or laugh at them.
  - help people who are sad, lonely or frightened.
  - take time to learn about and learn from people who are different from us.
- When people's rights are not respected, they can feel sad, angry, lonely and frightened. These feelings can lead to people falling out with each other.
  - We can do our bit by respecting the rights of others in school and in our local community.



### 4. Everybody's Different

All people have the right to be treated with kindness and respect – no matter who they are or where they are from; whether they are similar to us or different from us

### 5. Is it Fair?

Being fair doesn't always mean that everyone gets the same thing or the same amount of something. It means that everyone gets what they need – this sometimes means people get different things.

### 6. Taking Part

Making a difference means taking actions and making choices that help others. These actions and choices improve things for people, other living things and the places we all live.

It is important that we do what we can to make a difference to the communities and groups we are a part of.

## Key Vocabulary

Word:	Meaning:
choice	the right or chance to choose
community	a group of people who live or work in the same place. We all belong to different groups and communities.
different	not the same; not alike
fair	when everyone gets what they need
protect	to keep safe
respect	when you think carefully about the feelings, wishes and rights of others
right	something a human being has which people think should not be taken away. It is a rule about what a person is allowed to do or have
safe	free from risk or harm

## Cultural Heritage



**What groups and communities do you belong to?**

There are people all over the world working really hard to make sure that people's rights are respected



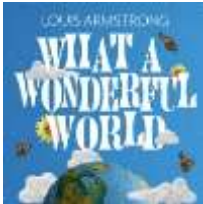





**As a school, we hold the UNICEF Silver Rights Respecting School Award**




What could you do to make a difference to our school community?





## Knowledge Organiser – R.E Year 2 – 2.2

Key Knowledge		Key Vocabulary		Cultural Heritage																				
<b>Unit 7 - Disposition: Caring for Others, Animals and the Environment</b>																								
<p><b>1. How wonderful is our world?</b></p> <ul style="list-style-type: none"> <li>What is good about the world? (The <b>environment</b>; the animals)</li> <li>'What a wonderful world' by Louis Armstrong or Eva Cassidy have beautiful lyrics about the natural world we live in.</li> <li>Humanists think that there are good and bad features about being human, these are <b>natural</b>.</li> <li>Humanists believe we cannot change everything about ourselves but we can try to do the best that we can.</li> <li>We have the <b>responsibility</b> to make the best out of our potential and encourage others to do the same in order to make the world a better place.</li> <li>In order to be together, does everyone have to have the same to be the same?</li> </ul> <p><b>2. Why do Sikh's care about the planet?</b></p> <ul style="list-style-type: none"> <li>The Sikh morning prayer (Japji Sahib) tells us how important taking care of the environment is in Sikhism.</li> </ul> <p>Sikhs believe:</p> <ul style="list-style-type: none"> <li>The earth is like a mother as it gives safety, food, shelter and 'building' materials.</li> <li>We make sure that we do no harm to it. We <b>protect</b> it and value its resources to show our <b>gratitude</b>.</li> <li>We treat it with love, care and respect.</li> <li>Wind is like the breath; it's subtle and creates sound. Its power teaches us the fragility of people.</li> </ul>	   	<ul style="list-style-type: none"> <li>As part of God's <b>creation</b>, we should live alongside creation and not try to make creation adapt to us.</li> </ul> <p>What will you not do, in order to care for the environment? (e.g. I will not leave the tap running)</p> <p><b>3. How do Jewish people care for the world?</b></p> <ul style="list-style-type: none"> <li><b>Tu Bishvat</b> is a festival that Jewish people celebrate. It means 'the new year for trees'.</li> <li>It is celebrated in Israel and trees are planted. It occurs on the 15th day of the Jewish month of <b>Shevat</b> (towards the end of January)</li> <li>The Torah (Jewish scripture) praises 7 fruits that are eaten on this special day – wheat, barley, grapes, figs, pomegranates, olives and dates. A blessing is recited after the eating of any fruit.</li> <li>It is linked to Leviticus 19. 23-25, where Jews are <b>commanded</b> not to eat the fruit of trees for the first 3 years after they have been planted.</li> <li>In this way Jewish people are showing that they care for trees and the wider world in which they live, just like in the story of Choni Hamagel.</li> <li><b>What would the world be like if no one cared for it?</b></li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Can people go too far in their actions to look after the planet?</p> </div>	<table border="1"> <thead> <tr> <th>Word:</th> <th>Meaning:</th> </tr> </thead> <tbody> <tr> <td><b>command</b></td> <td>to order or instruct</td> </tr> <tr> <td><b>consequence</b></td> <td>that which follows; result.</td> </tr> <tr> <td><b>creation</b></td> <td>the universe or the creatures in it</td> </tr> <tr> <td><b>debt</b></td> <td>something owed to another person</td> </tr> <tr> <td><b>Easter</b></td> <td>a Christian holiday to celebrate that Jesus Christ returned to life after he died. Easter is held every spring on the Sunday after the first full moon between March 21<sup>st</sup> and April 25<sup>th</sup></td> </tr> <tr> <td><b>environment</b></td> <td>the things and conditions all around us</td> </tr> <tr> <td><b>forgive</b></td> <td>to give up or let go of anger against</td> </tr> <tr> <td><b>gratitude</b></td> <td>the feeling of being thankful</td> </tr> <tr> <td><b>mercy</b></td> <td>kind treatment by someone who has some power over another</td> </tr> </tbody> </table>	Word:	Meaning:	<b>command</b>	to order or instruct	<b>consequence</b>	that which follows; result.	<b>creation</b>	the universe or the creatures in it	<b>debt</b>	something owed to another person	<b>Easter</b>	a Christian holiday to celebrate that Jesus Christ returned to life after he died. Easter is held every spring on the Sunday after the first full moon between March 21 <sup>st</sup> and April 25 <sup>th</sup>	<b>environment</b>	the things and conditions all around us	<b>forgive</b>	to give up or let go of anger against	<b>gratitude</b>	the feeling of being thankful	<b>mercy</b>	kind treatment by someone who has some power over another	<p><b>Unit 7 - Caring for Others, Animals and the Environment</b></p> <p><b>How do you take care of and protect the environment and animals?</b></p>  <p>Litter picking around the school area</p>  <p>Growing trees and plants in our sensory garden, playground and allotments</p>
Word:	Meaning:																							
<b>command</b>	to order or instruct																							
<b>consequence</b>	that which follows; result.																							
<b>creation</b>	the universe or the creatures in it																							
<b>debt</b>	something owed to another person																							
<b>Easter</b>	a Christian holiday to celebrate that Jesus Christ returned to life after he died. Easter is held every spring on the Sunday after the first full moon between March 21 <sup>st</sup> and April 25 <sup>th</sup>																							
<b>environment</b>	the things and conditions all around us																							
<b>forgive</b>	to give up or let go of anger against																							
<b>gratitude</b>	the feeling of being thankful																							
<b>mercy</b>	kind treatment by someone who has some power over another																							

Key Knowledge		Key Vocabulary		Cultural Heritage														
<b>Unit 8 - Disposition: Being Merciful and Forgiving</b>																		
<p><b>1. Have I ever made a mistake? What is forgiveness? What is mercy?</b></p> <ul style="list-style-type: none"> <li>The <b>consequences</b> of doing something wrong may be wider than the 'technical' punishment e.g. As well as having to go to 'Time out', you may be talked about negatively by your peers.</li> <li><b>Forgiveness</b> is when the wrong things people do are not held against them in a way that spoils the relationship. It means letting go of anger and bitterness.</li> <li><b>Mercy</b> is when someone is not given the punishment they deserve.</li> </ul> <p><b>2. What do Christians teach about love? What do Christians learn from a Bible story about forgiveness and showing mercy?</b></p> <ul style="list-style-type: none"> <li>In The <b>Prodigal Son (Luke 15: 11-32)</b> the father shows forgiveness even when the son didn't deserve it.</li> <li>What does that teach Christians about God the Father? Why is this story important to them?</li> <li>How do I show love through forgiving others?</li> <li>How do other people show love by forgiving me?</li> <li>What would've happened in the story if the father had not forgiven the son? Think about the consequences for the different characters.</li> </ul> <p><b>3. What do Christians teach about God's love?</b></p> <ul style="list-style-type: none"> <li>The story of The Unmerciful Servant tells us that Christians (who are themselves forgiven) should be merciful and forgiving to others.</li> </ul>	<ul style="list-style-type: none"> <li>In the story, one king forgave the servant and cancelled his <b>debt</b>. The other servant was not merciful and forced another servant to go to prison until he could payback what he owed. Forgiveness and mercy is shown in the <b>Easter</b> story.</li> <li>Easter is the time Christians remember Jesus' death on the cross. Christians believe Jesus came and died on the cross to make it possible for everyone who trusts and believes in him to be forgiven.</li> <li>The Bible says Jesus took the <b>punishment</b> for everyone's wrong doing, so that we can have mercy from God and live with him forever.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>I wonder if hearing and thinking about these stories makes it easier for Christians to forgive people who upset them?</li> <li>Some things can be very hard to forgive. When might people find it hard to forgive someone?</li> </ul> </div>	 	<table border="1"> <tr> <td><b>natural</b></td> <td>of or produced by nature; not made by humans</td> </tr> <tr> <td><b>prodigal</b></td> <td>pending money or using resources freely and recklessly</td> </tr> <tr> <td><b>protect</b></td> <td>to defend or keep safe; shield from danger or harm</td> </tr> <tr> <td><b>punishment</b></td> <td>a penalty for doing something wrong</td> </tr> <tr> <td><b>responsibility</b></td> <td>duty</td> </tr> <tr> <td><b>Shevat</b></td> <td>the fifth month of the civil year (January-February)</td> </tr> <tr> <td><b>Tu Bishvat</b></td> <td>a festival that Jewish people celebrate. It means 'the new year for trees'.</td> </tr> </table>	<b>natural</b>	of or produced by nature; not made by humans	<b>prodigal</b>	pending money or using resources freely and recklessly	<b>protect</b>	to defend or keep safe; shield from danger or harm	<b>punishment</b>	a penalty for doing something wrong	<b>responsibility</b>	duty	<b>Shevat</b>	the fifth month of the civil year (January-February)	<b>Tu Bishvat</b>	a festival that Jewish people celebrate. It means 'the new year for trees'.	 <p>Taking care of pets in school and at home</p>
<b>natural</b>	of or produced by nature; not made by humans																	
<b>prodigal</b>	pending money or using resources freely and recklessly																	
<b>protect</b>	to defend or keep safe; shield from danger or harm																	
<b>punishment</b>	a penalty for doing something wrong																	
<b>responsibility</b>	duty																	
<b>Shevat</b>	the fifth month of the civil year (January-February)																	
<b>Tu Bishvat</b>	a festival that Jewish people celebrate. It means 'the new year for trees'.																	