

*This curriculum is designed to inspire inquisitive, resourceful and knowledgeable global citizens. **We aim to develop cultural capital** to underpin academic success through real-life, relevant experiences and a broad and balanced provision. **We encourage personal growth** through independent enquiry, discussion and reflection. **We promote inclusivity** through a balanced global perspective. Curriculum design and teaching combine a systematic approach to identified concepts with wide-ranging opportunities for **incidental learning**.*

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<p>Our Changing Healthcare</p> <p>Need to know:</p> <ul style="list-style-type: none"> -What a hospital is for and the specialist staff who work there -The NHS is the way we make sure people get treatment if they are ill. -Florence Nightingale and Mary Seacole’s contributions to establishing the nursing profession -compare hospitals from the Victorian era to now. -Washing hands prevents MRSA and infection 	<p>Hot and Cold Places</p> <p>Need to know:</p> <ul style="list-style-type: none"> -the equator is where warmer, tropical countries are located -the equator runs round the centre of the globe -colder places are at the poles -cold climate biomes like Antarctica, name physical features (see NC) -warm climate biomes such as desert, tropical rainforest 	<p>Kings and Queens</p> <p>Need to know:</p> <ul style="list-style-type: none"> -what is a king or queen? -Elizabeth II -what is dynasty (family tree of Windsor) -line of successions -absolute power and how its changed -is it fair women were over looked/less important? -compare kings/queens to other leader types (Norse chiefs, Saxon kings, Nigerian Oba, Chinese Emperors, Turkish Sultans) -monarchs believed in a ‘divine right to rule’ 	<p>Navigating the World</p> <p>Need to know:</p> <ul style="list-style-type: none"> -what a map and atlas do what a compass is for -four basic compass directions -What’s a capital city, and what are the capitals of the UK countries -world’s 7 continents and 5 oceans -journey across the world, passing through France, Egypt, Iran, India, Japan, USA, Brazil and back. Naming the continent upon which each country lies. 	<p>Here and There</p> <p>Need to know:</p> <ul style="list-style-type: none"> -compare human features in Scotland and Madagascar: -compare the topography of the Highlands to the mountains and coasts of Madagascar -compare natural life (plants and wildlife) -biomes -compare weather in the two places annually -compare types of settlement in Glasgow Vs Antananarivo 	<p>Rainforests</p> <p>Need to know:</p> <ul style="list-style-type: none"> -the features of a rainforest biome; -where rainforests can be found in the world; -the creatures which live in a rainforest and the people; -the importance of looking after the rainforests, ‘the lungs of the world’ -what we in the UK can do to protect the rainforests.
Key question / Moral question	<p><i>How does the NHS impact our lives?</i></p> <p><i>Do nurses need our help sometimes too?</i></p>	<p><i>Where in the world are the hot and cold places?</i></p> <p><i>Should we help people in countries when the weather ruins crops?</i></p>	<p><i>What kind of things do monarchs do?</i></p> <p><i>Should one person have absolute power?</i></p>	<p><i>What can I tell you about our world journey?</i></p> <p><i>How does travelling the world help you understand other people?</i></p>	<p><i>How does the UK compare to Madagascar?</i></p> <p><i>Is different better?</i></p>	<p><i>Why are rainforests important to the world?</i></p> <p><i>Are we responsible for looking after the rainforests?</i></p>
Unit Summary	After learning about the role of hospital in society and comparing it to the past, children look at the jobs people have within the setting, learning about how the roles have developed thanks to some key individuals.	The children look at the globe and how it revolves on an axis. Due to the sun being closer to the middle, we get hotter and colder places. We look at the biomes these areas create and what lives there.	What does it mean to be a monarch? We analyse the role of a monarch and how it has changed now to the past, comparing across cultures to Obas, Sultans and Pharaohs. We also discuss: who should get the right to rule a country?	Building on our knowledge of the world from Hot and Cold Places, the UK and Oceans and Seas, our children explore the world, focusing in on directing a route across various terrains and oceans. We will start to identify landforms and countries that belong to the 7 continents and 5 oceans.	Developing the discussion about hot and cold places, we return to 2 case studies: Scotland vs Madagascar. Applying our knowledge of hot and cold conditions, we look in more detail at how life for those who live in these places is shaped by the climate.	Continuing our understanding of biomes, the children look in greater detail at the rainforest biome, the source of the most life on earth. We begin to consider conservation and the ways we can help to do this.
Fieldwork	Transport Museum – Covent Garden	London Museum	Local Walk (sketch maps)	Natural History Museum	Regents Park Zoo	Science Museum