

Grade 2 IPC overview

Unit overviews		
Unit	Subject	Content
Unit 1: Brain waves	Health and wellbeing	What it means to have a growth mindset and how it improves learning
		Personal Learning Goals and how they can help us with our learning
		Strategies to help us remember new knowledge
		How to regulate our emotions
		How to use a communication strategy to solve conflict
		How making connections strengthens learning
		How sugar impacts on our brain
	International	Comparing school experiences in different places and different times
	Key skills assessed:	
	Health and wellbeing: <ul style="list-style-type: none"> • Be able to select the most appropriate strategy for managing a range of social situations • Be able to apply metacognitive strategies and reflect on their effectiveness 	
Unit 2: What's on the Menu	Humanities	Geographical features in the local area
		Foods that are produced by farms locally
		The journey of the food from the farm to the fork
		Food miles and the advantages and disadvantages of local and imported food.
	International	The issue of food waste
		Single use food packaging.
	Health and wellbeing	Health risks from fast food.

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	Science	Nutrients needed for a balanced healthy diet
		Decomposers in nature
		How food changes over time.
	Design technology	Presenting food in appealing ways
		Sustainable fast-food packaging
		Making a tasty and appealing dish
Key skills assessed:		
Humanities: <ul style="list-style-type: none"> • Be able to interpret maps of familiar and unfamiliar places, including digital maps • Be able to describe geographical features of the host continent • Be able to describe human activities that can cause or reduce environmental issues 		
Unit 3 - Saving the world	Humanities	Locations of rainforests around the world
		Products we use that come from the rainforest
		What life is like for people who live in tropical rainforests
		Changes to the rainforests over time
		Causes of deforestation
		What we can do to save, sustain and protect the rainforests
	Science	How plants get what they need to thrive in a rainforest
		Rocks and soils
		Different plants and animals in the rainforest
		Photosynthesis and what plants do with water
		Different types of leaves
		Seed dispersal
		Animal classification
		Food chains in the rainforest

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		Animal adaptations in the rainforest	
	Design technology	How to design a mask to represent an animal	
		Making a mask secure enough to wear for a dance	
	International	What organisations, charities and countries are doing to help sustain the rainforests	
		Choices we can make to support and help sustain the rainforest.	
	Key skills assessed:		
Design technology and Innovation: <ul style="list-style-type: none"> • Be able to produce a final design proposal identifying appropriate materials International: <ul style="list-style-type: none"> • Be able to reflect on their personal contribution to collective action 			
Unit 4 - Feel the force	Science	What friction is and what the world would be like without it	
		How we use friction	
		How we can increase or reduce friction	
		The direction of forces	
		The strength of forces and how we can measure or compare them	
		Investigating gravity, air resistance and buoyancy	
	Design technology	Designing and making a marble run with a variety of elements.	
	International	The push and pull factors that cause people to migrate.	
	Key skills assessed:		
	Science: <ul style="list-style-type: none"> • Be able to plan an investigation changing only one independent variable • Be able to make informed predictions • Be able to compare results to predictions and draw conclusions • Be able to record and describe the method and results in a variety of ways. 		
Unit 5 Material World	Science	Testing materials for different properties	
		Planning and carrying out fair tests	

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		How and why materials are suitable for particular jobs or products
		Testing materials to find out which are attracted to magnets
		Which materials are electrical conductors, and which are insulators
		Materials that conduct heat
		Changing states of matter
		Reversible and irreversible changes
	International	Which countries are main producers of certain materials
		How materials are accessed or processed
	Design technology	Designing a product for a bicycle
		Making a prototype
Key skills assessed:		
Design technology and innovation: <ul style="list-style-type: none"> • Be able to compare their design and product explaining any differences and suggesting improvements Science: <ul style="list-style-type: none"> • Be able to identify potential risks in a planned investigation 		
Unit 6 - Chocolate	Geography	Where chocolate is grown and why
		The Cacao Belt
		Where chocolate is manufactured
		The advantages and disadvantages of commercial farming
	History	The first people to enjoy chocolate many years ago
		How chocolate made its way from the Aztec Empire in Mexico to Europe
		How some people were not treated well in the trading of chocolate
	International	The benefits of fair trade to commercial cocoa farms
		What major chocolate companies are doing to support fair trade practises

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		Other fair trade products
		Chocolate consumption around the world
	Science	How much chocolate we consume.
		Nutritional values of chocolate
		How our bodies use (burn) calories
		Which materials best protect from unwanted smells
		Solids, liquids and gases
	Health and wellbeing	How to look after our teeth whilst still eating chocolate
		How eating chocolate may change how we feel.
	Design technology	How to make chocolate Marketing designs for our product.
		Designing flavour combinations for our own chocolate bar
	Key skills assessed:	
	Humanities:	
	<ul style="list-style-type: none"> • Be able to interpret maps of familiar and unfamiliar places, including digital maps • Be able to describe human activities that can cause or reduce environmental issues • Be able to describe results/consequences of historical events, situations 	

During distance learning there may be adaptations to this overview.

All core learning will be covered.