

Class Two | Learning Journey & Curriculum Map

Class Two | Child Development

After their first year of formal education, the children in Class 2 visibly grow and change, both outwardly and inwardly. Their school, their classmates, their teacher, are all very familiar now; they become more confident and, in comparison with the contentment of Class I, more talkative, louder and more cheeky; they push boundaries more than before; they begin to notice and question things. The authority of teachers who are clear in themselves about what is acceptable and what is not, is vital now; as the scope for self-directed work and behaviour widens, boundaries must remain firm. Slowly, through the course of this year and the next, the impulse to just follow - to imitate - will be replaced by the growing wish for independence. The challenging behaviour of the 8-year-old signals the beginning of that process, which will lead them eventually to become free thinking, empathetic, responsible adults.

Class Two | Humanities

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Geography</p> <ul style="list-style-type: none"> ● Begins to understand how human beings relate to and are linked to the natural world ● Begins to understand the importance of treating the local natural environment (flora and fauna) with respect ● Examines with fascination closely found objects from nature (birds' nests, leaves, conkers, fruit, animal horns etc) 		<ul style="list-style-type: none"> ● Nature walks ● Fables ●

<p>History</p> <ul style="list-style-type: none"> ● Develops their understanding that societies of the past were formed differently to our modern democracy, e.g. Kings, queens, peasants ● Relates the celebration of festivals in the past to the anticipation of a festival in the future ● Begins to understand the major cycles of life and death in nature 		
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Class Two | Humanities | Curriculum Narrative

The 'Home Surroundings' block has a very broad remit but its central aim is to cultivate in the children an interest in, and respect for, the world and the people around them. Stories are told in these blocks, about the animals, plants, places and people in the local environment. These stories form the basis of what will later become humanities and natural sciences