UPPER KEY STAGE 2 CYCLE B (2020-21, 2022-23) AND CYCLE A (2019-20, 2021-22)

SUBJECT	EXTREME SURVIVAL YEAR 5	PEACE AND CONFLICT YEAR 5	WE ARE GREAT! YEAR 5	JOURNEYS YEAR 6	FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6	THE MORE YOU LOOK THE MORE YOU SEE YEAR 6
GEOGRAPHY	KMRM 3&4: *Place knowledge to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,* <u>and a region within North or South America</u> KMRM 3,4 & 5*: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*	KMRM 3,4 & 5*: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* KMRM 3&4: *Geographical skills: use the eight points of a compass,* <u>four and six-figure grid references</u>*, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*	KMRM 3&4: *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* KMRM 3,4 & 5: *Geographical Skills: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	KMRM 3&4: Locational Knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time KMRM 3&4: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics,	KMRM: *Human and physical geography - describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* KMRM 3&4: Locational Knowledge: identify the position and significance of latitude, longitude, *Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn*, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) KMRM 3&4: *Geographical Skills: use maps, atlases,*	KMRM 3&4: *Geographical Skills: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.* KMRM 3&4: *Geographical Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

	KMRM 3&4: Geographical skills: use the eight points of a compass, four and six-figure grid references, *symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*			countries, and major cities KMRM 3&4: *Geographical Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	*globes and digital/computer mapping to locate countries and describe features studied*	

HISTORY	Record knowledge and understanding in a variety of ways using dates and key terms appropriately Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data Understand that the past is represented and interpreted in different ways and give reasons for this Use a greater depth of historical knowledge Begin to offer explanations about why people in the past acted as they did Show an understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual Give reasons why some events, people or developments are seen as more significant than others Explore history through Art and DT (see subject planning)					
	EXTREME SURVIVAL YEAR 5	**PEACE AND CONFLICT YEAR 5**	**WE ARE GREAT! YEAR 5**	**JOURNEYS YEAR 6**	**FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6**	**THE MORE YOU LOOK THE MORE YOU SEE YEAR 6**
		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor KMRM: Develop increasingly secure chronological knowledge and understanding of history, local, British and world New Learning: Begin to offer explanations about why people in the past acted as they did	The Romans – The roman Empire and its impact on Britain KMRM: Develop increasingly secure chronological knowledge and understanding of history, local, British and world New Learning: How is this different to the Ancient Greek way of life? - Show an understanding of some of the similarities and differences between different periods e.g. social, belief,	Thematic Study: a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 KMRM: Develop increasingly secure chronological knowledge and understanding of history, local, British and world New Learning: WW2 factfile: Analyse a range of source material to promote evidence about the past Construct and		Ancient Greece - a study of Greek life and achievements and their influence on the Western World KMRM: Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put, events people, places and artefacts on a time-line: understanding AD, BCE, BC, CE circa New Learning: How is this different to Ancient Egyptians way of life? - Show an

			local, individual Why did the Romans have so many Gods?- Begin to offer explanations about why people in the past acted as they did	organise response by selecting and organising relevant historical data WW2: German vs British viewpoint - Understand that the past is represented and interpreted in different ways and give reasons for this WW2: why did Hitler have the backing of the German people after WW1? - Begin to offer explanations about why people in the past acted as they did		understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual

SCIENCE

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Working Scientifically - During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments

EXTREME SURVIVAL YEAR 5	**PEACE AND CONFLICT YEAR 5**	**WE ARE GREAT! YEAR 5**	**JOURNEYS YEAR 6**	**FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6**	**THE MORE YOU LOOK THE MORE YOU SEE YEAR 6**
EARTH AND SPACE (Y5): <u>Y5: New Learning describe the movement of the Earth, and other</u>	**LIVING THINGS AND THEIR HABITATS (5&6):** KMRM: recognise that living things can be grouped in a	**ANIMALS INCLUDING HUMANS (5&6):** <u>recognise the impact of diet,</u>	**ELECTRICITY (Y6):** KMRM: identify common appliances that run on electricity construct a simple	**LIVING THINGS AND THEIR HABITATIS (5&6):** KMRM: recognise that living things can be grouped in a	**ANIMALS INCLUDING HUMANS (5&6):** KMRM: describe the simple functions of the basic parts of the digestive system in

	planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things Y5: New Learning: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals	exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. **FORCES (Y5):** KMRM: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic	series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. Y6: New Learning associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give	variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things Y6: New Learning: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. Y6: New Learning: describe the changes as humans develop to old age. Y6: New Learning identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans

			materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. Y5: New Learning: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.		**EVOLUTION AND INHERITANCE (Y6):** New Learning: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

ART	EXTREME SURVIVAL YEAR 5	PEACE AND CONFLICT YEAR 5	WE ARE GREAT! YEAR 5	JOURNEYS YEAR 6	FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6	THE MORE YOU LOOK THE MORE YOU SEE YEAR 6
	Y6: Forest School – Sculpture using objects around us to form sculpture – Leaf Art Y5?	Turner (taught as discrete unit) – trip to Petworth Saxon initials – learn to use embossing techniques - creating ideas using mixed media	Andy Warhol – mono printing Paper printing to work on fabrics – link to Roman? Y6: half and half art – sketching skills, develop use of watercolour	Textile and Collage Tie dye pieces of fabric combining 2 colours / using the circular embroidery frames to create a symbol Banksy: drawing and mark making using a range of backgrounds Creating ideas Mixed media and annotations Select own images as starting point Sonya Delaney Abstract Art: Mixed media and creating ideas Working with colour and shape	Sketching dragons Drawing and mark making – show tonal qualities using cross hatching, pointillism (KMRM Y3/4), sidestrokes and use of rubber to draw or highlight Creating Dragons: design, create and sculpt a unique Dragon's Eye Creating ideas: begin to explore possibilities, different styles – select and develop ideas with suitable materials	Printing – Escher Polystyrene printing blocks Design and create Greek art using mixed media (clay, papyrus)

D.T.	EXTREME SURVIVAL YEAR 5	PEACE AND CONFLICT YEAR 5	WE ARE GREAT! YEAR 5	JOURNEYS YEAR 6	FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6	THE MORE YOU LOOK THE MORE YOU SEE YEAR 6
	Y6: Forest School – design, build and evaluate a shelter to keep you dry in the woods Research extreme condition shelters / then design and evaluate their own to keep 2 people warm and dry in extreme winter conditions Investigate materials created specifically to support human life in extreme conditions – what properties do they have	Design, produce make an item to teach what chn know about the Vikings: longboat / food / headdress/ clothing / weapon/ jewellery	Design, produce make an item to teach what chn know about the Romans: longboat / food / headdress/ clothing / weapon/ jewellery Y6: Design, produce and evaluate games for Summer Fair	Make a gas mask Design, make and evaluate a Christmas decoration for a tree	Design, produce and evaluate a 'Dragon-themed' board game for Y3/4 children Research, design, produce and evaluate a Chinese New Year Dragon	Design, produce make an item to teach what chn know about the Greeks: food / headdress/ clothing / weapon/ jewellery

COMPUTING	EXTREME SURVIVAL YEAR 5	PEACE AND CONFLICT YEAR 5	WE ARE GREAT! YEAR 5	JOURNEYS YEAR 6	FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6	THE MORE YOU LOOK THE MORE YOU SEE YEAR 6
	Y5 iSafe iProgram – (Unit 1) designing and developing programs iAlgorithm – searching, sorting and networks. Efficient algorithms	iWeb – remixing and creating web content using HTML iProgram (Unit 2) – designing and developing multi-level X-box games	iCrypto – cryptography iPad – optional	Y6 iSafe iProgram (Unit 1) designing and developing programs	Y6 iNetwork - Networks, data, HTML/CCS iProgram (Unit 2)- designing and developing programs	Y6 iApp - designing and developing apps

R.E.	EXTREME SURVIVAL YEAR 5	PEACE AND CONFLICT YEAR 5	WE ARE GREAT! YEAR 5	JOURNEYS YEAR 6	FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6	THE MORE YOU LOOK THE MORE YOU SEE YEAR 6
	Islam: What does it mean to be a good Muslim? Y5: 2b.3 How can following God bring freedom and justice?	Y5: 2b.8 What kind of king is Jesus? Y5: 2b.6 What did Jesus do to save human beings?	Y5: Revisit Islam What does believing in God me if you are a Muslim? Y5: 2b.2 Creation and science: conflicting or complementary?	Islam: What does it mean to be a good Muslim? Y6: 2b.4 Was Jesus the Messiah?	Y6: Revisit Islam Why is the Qur'an so important for Muslims today? Y6: 2b.5 What would Jesus do? Y6: 2b.7 What difference does the resurrection make for Christians?	Y6: 2b.1 What does it mean if God is holy and loving? Y6: 2b.2 Creation and science: conflicting or complementary? Y6: Revisit Islam: How does Islamic art express the Muslim faith?

	EXTREME SURVIVAL YEAR 5	PEACE AND CONFLICT YEAR 5	WE ARE GREAT! YEAR 5	JOURNEYS YEAR 6	FANTASTIC BEASTS & WHERE TO FIND THEM YEAR 6	THE MORE YOU LOOK THE MORE YOU SEE YEAR 6
FRENCH	**<u>Bon appetit</u>** Greetings Self-presentation Numbers to 60 Expressing food preferences French culture Present tense To be/To have Personal pronouns Past tense	Greetings Self-presentation Numbers to 100 French culture Songs and games Describing the planets Masculine/Feminine Adjective agreement	Where do you love? Big Cities in France Weather/Seasons Colours Numbers to 100 Days/Months Animals/Habitats	**<u>Un café, s'il vous plait</u>** Numbers 0-100 & 1000 Cultural awareness Songs and games Café and food Ordering food Masculine/Feminine Expressing opinions Role play	Telling the time School subjects Where in school? French culture Songs and games Describing the planets Masculine and Feminine Adjective agreement	Numbers 0-100 & 1000 Olympic Games Sports Countries Days/Months Where do you live? Numbers to 100 Animals/Habitats

MUSIC	Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. **The national curriculum for music aims to ensure that all pupils:** • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. KS2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.