



Curriculum Overview – Upper Key Stage Two (Year 5 and Year 6)

Subjects	Cycle A					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Gods and Mortals 	Gods and Mortals 	Great Explorers; heroes or villains? 	Royal Shakespeare Company (RSC) 	World War 2 	World War 2 
History <i>In all History units 'being a Historian' skills must be covered (secure chronological understanding/significance of similarities and difference/ cause and effect/ historical vocabulary/ significance and trends over time / develop a stronger understanding of historical periods within the wider context of the past/ asking relevant historical questions/ use a range of sources)</i>	<p>A study of Greek life and achievements and their influence on the western world.</p> <p>To develop a chronologically secure knowledge and understanding of world history.</p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Pupils will be taught about a Local Aspect of British History that extends chronological knowledge beyond 1066 (Shackleton's journey)</p>	<p>Pupils will be taught about Local Aspect of British History that extends chronological knowledge beyond 1066</p>	<p>Pupils will develop a chronologically secure knowledge and understanding of Britain.</p> <p>Pupils will address and devise historically valid questions about change, cause, similarity and difference.</p> <p>Pupils will undertake a local history study</p>		
Geography <i>Pupils will learn about types of settlement and Land use, economic activity including trade links and the distribution</i>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Pupils can identify the position and significance of latitude, longitude, Arctic and Antarctic circle</p>	<p>Pupils can locate the world's countries, using maps to focus on Europe</p> <p>Pupils will use maps,</p>	<p>Pupils can use maps to describe features studied.</p> <p>Pupils use fieldwork to observe</p>		



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<p><i>of natural resources including energy and food Pupils will understand the impact of human and physical geography on a landscape e.g. biomes and vegetation belts. Pupils should know where in the world places are</i></p>		<p>Locate Greece on a globe or map, identifying the continent on which it lies and its surrounding countries.</p> <p>Look at pictures of the Greek landscape, making judgements about physical aspects of its geography, including weather, terrain and settlements</p>	<p>Pupils can understand key aspects of settlement and land use, economic activity and the distribution of natural resources.</p> <p>Pupils describe and understand key aspects of climate zones</p> <p>Use maps, atlases and globes to locate countries and describe features</p>		<p>atlases, globes and digital/computer mapping to locate countries and describe features</p>	
<p>Art & Design <i>In all Art units pupils should be taught to develop their ideas, experiences and imagination through developing techniques, using materials with creativity and developing a wide range of art and design techniques. Pupils should have an awareness of different kinds of art, craft or design. Pupils should be able to evaluate their own and other people's work. Pupils should be given the opportunity to understand how colours are mixed</i></p>	<p>To use a range of materials to creatively design and make products.</p> <p>To use sculpture to develop and share ideas.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and</p>			<p>Pupils can improve their mastery of art and design using a range of materials (textiles)</p> <p>Pupils will learn about costume designers in history</p>		



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	products through time. Pupils should improve their use of a range of materials (paint)					
Design Technology <i>In D&T, pupils should engage in an iterative process of designing and making, working in a range of relevant settings (e.g. home, school, leisure, culture, enterprise, industry). When working with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating</i>		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		Pupils understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors)		Pupils can apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Pupils can generate ideas through discussion and sketches. Pupils can evaluate their ideas against design criteria.
PE	Gymnastics - Please see individual year group objectives which are saved on the system.	Games (focussing on winter game skills) - Please see individual year group objectives which are saved on the system.	Dance - Please see individual year group objectives which are saved on the system	Outdoor and Adventure - Please see individual year group objectives which are saved on the system	Athletics - Please see individual year group objectives which are saved on the system	Games (Focus summer game skills) - Please see individual year group objectives which are saved on the system.
RHE	To familiarise the class with Yasmine and Tom. To practice the skills of being assertive. To discuss the emotional and physical changes during puberty.	To explore public and private body parts and good and bad touch. To increase knowledge of external services.	Keeping safe and learn about FGM. To think about the different people we might talk to when we are feeling different emotions.	To talk about what trust is and how we need it in relationships. To start thinking about what peer pressure is.	To learn about different relationships and forced marriage. To discuss different sexual orientations. To highlight inequalities some people face.	To learn about the reasons why people use drugs. Managing situations and peer influence. Part 1- Introduction and treating each other with respect, influences- people who



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	<p>To discuss what periods are and how to deal with them.</p>					<p>influence to use, influences- people who influence not to use, strategies for managing pressure, pressure and response scenarios, sign posting support.</p> <p>Part 2- Introduction and treating each other with respect, analysing media messages, social norms (think, feel, do), accurate information continuum, reflection and sign posting.</p>
<p>Science</p>	<p>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To describe the movement of the Moon relative to the Earth.</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>To use the idea of the Earth's rotation to explain day and night</p>	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>To recognise that some mechanisms, including levers, pulleys and gears,</p>	<p>To use test results to make predictions to set up further comparative and fair tests.</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</p> <p>To identify scientific evidence that has been used to support</p>	<p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To identify how animals and plants are</p>	<p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To describe the life process of reproduction in some plants and animals.</p>	<p>To 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.</p> <p>To give reasons for classifying plants and animals based in specific characteristics</p>



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	and the apparent movement of the sun across the sky.	allow a smaller force to have a greater effect.	or refute ideas or arguments.	adapted to suit their environment in different ways and that adaptation may lead to evolution.		
Music	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - listen with attention to detail and recall sounds with increasing aural memory 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - listen with attention to detail and recall sounds with increasing aural memory 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music, - use and understand staff and other musical notations 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music, - use and understand staff and other musical notations
Computing	<p>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Pupils should use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>(For year 3 pupils should be able to find relevant information by</p>		<p>Pupils should select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p>Pupils should design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	



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	<i>(Be Internet Legends provides a full scheme of work and lesson plans for this year group; these will be built up on year by year as pupils progress throughout KS2.)</i>	browsing menus, searching for both text and images and be able to copy and paste that into a document. (They should be able to save digital images using appropriate file names and select suitable locations for storage.)		evaluating and presenting data and information. (For this topic pupils should use word processing and PowerPoint software to create basic presentations.)	(Pupils will design - from a provided specification - a computer programme to meet a need, develop the program using code, then test and debug it, recording simple test results. See exemplar assignments for how this would be broken down into smaller units and for clarification of technical terminology. It would be envisaged that this criterion would be a standalone project and would take two half terms to complete.)	
RE	Why do some people think God exists?		If God is everywhere, why go to a place of worship?		What does it mean to be a Muslim in Britain today?	
MFL <i>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the</i>	Unit 1: Bonjour. Children learn to: Greet and say goodbye; Ask someone's name and say their own; Ask how someone is and respond to the question;	Unit 2: En classe Children learn to: identify classroom objects;(gender of nouns) (ask and answer questions); identify colours (basic word order);	Unit 3: Mon corps Children learn to: identify parts of the body (gender of noun, the definite article); describe appearance (word order, descriptions, comparing languages);	Unit 4: Les animaux. Children learn to: identify animals and pets (gender, negative form); Numbers 11-20; Give someone's name (3rd person: il/elle);	Unit 5: Ma famille Children learn to: identify family members; recognise and spell with letters of the alphabet; List household items; use basic prepositions sur and dans to describe position.	Unit 6: Bon anniversaire! Children learn to: Recognise and ask for snacks (!); Give basic opinions about food; numbers 21-31;



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<p><i>spelling, sound and meaning of words</i> (Unit numbers refer to RIGOLO 1)</p>	<p>Learn basic nouns such as: instruments, une fille une garçon/un dragon (gender of nouns) (cognates); count numbers 1-10</p>	<p>say their age(using context to determine meaning; compare languages);classroom instructions(_____ez words); recognise how sounds are represented in written form, practise pronunciation.</p>	<p>recognise days of the week; give character descriptions (adjectival agreement, e.g. Je suis grand/je suis grande; petit/petite etc.)</p>	<p>Describe someone (adjectival agreement:il est timid/elle est timide)</p>		<p>Recognise and use the months; form dates and use question forms.</p>
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Subjects	Cycle B					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<p>Hola Mexico</p> 	<p>Hola Mexico</p> 	<p>Urban Pioneers</p> 	<p>Royal Shakespeare Company (RSC)</p> 	<p>I am Warrior</p>	<p>I am Warrior</p>



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<p>History <i>In all History units 'being a Historian' skills must be covered (secure chronological understanding/significance of similarities and difference/ cause and effect/ historical vocabulary/ significance and trends over time / develop a stronger understanding of historical periods within the wider context of the past/ asking relevant historical questions/ use a range of sources)</i></p>		<p>Pupils should learn about a non-European society that provides contrasts with British history (Mayan civilization AD 900)</p> <p>Pupils understand about the achievements of earlier civilizations</p>			<p>Pupils will learn about Britain's settlement by Anglo-Saxons and Scots</p> <p>Pupils will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	
<p>Geography <i>Pupils will learn about types of settlement and Land use, economic activity including trade links and the distribution of natural resources including energy and food Pupils will understand the impact of human and physical geography on a landscape e.g. biomes and vegetation belts. Pupils should know</i></p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>Understand geographical similarities and difference through the study of human and physical geography of</p>		<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use and economic activity</p>			<p>Understand similarities and differences through the study of human and physical geography of a region of the UK</p>



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<p><i>where in the world places are</i></p>	<p>a region of North or South America</p>					
<p>Art & Design <i>n all Art units pupils should be taught to develop their ideas, experiences and imagination through developing techniques, using materials with creativity and developing a wide range of art and design techniques. Pupils should have an awareness of different kinds of art, craft or design. Pupils should be able to evaluate their own and other people's work. Pupils should be given the opportunity to understand how colours are mixed</i></p>	<p>Pupils learn about a contemporary artist who is documenting a current event</p>	<p>Pupils will learn about great artists in history Pupils can sketch the human form</p>	<p>Pupils will create sketchbooks to record observations</p>	<p>Pupils can improve their mastery of art and design using a range of materials (print making) Pupils can improve their mastery of art and design using a range of materials (paint)</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p>
<p>Design Technology <i>In D&T, pupils should engage in an iterative process of designing and making, working in a range of relevant settings (e.g. home, school, leisure, culture, enterprise, industry). When working with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating</i></p>				<p>Pupils can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded designs. Pupils select from a wider range of materials and components, including construction</p>	<p>Pupils research and develop design criteria to inform the design of their product. Pupils can select from and use a range of books and equipment to perform practical tasks. Pupils can evaluate their ideas and products against their own design criteria and</p>	



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				<p>Pupils can evaluate their ideas and products against their own design criteria and consider the view of others to inform their work.</p> <p>Pupils can understand and use mechanical systems in their products</p>	<p>consider the views of others to inform their work.</p> <p>Pupils can understand and use mechanical systems in their products</p>	
PE	Gymnastics - Please see individual year group objectives which are saved on the system.	Games (focussing on winter game skills) - Please see individual year group objectives which are saved on the system.	Dance - Please see individual year group objectives which are saved on the system	Outdoor and Adventure - Please see individual year group objectives which are saved on the system	Athletics - Please see individual year group objectives which are saved on the system	Games (Focus summer game skills) - Please see individual year group objectives which are saved on the system.
RHE	<p>To familiarise the class with Yasmine and Tom.</p> <p>To discuss the emotional and physical changes during puberty.</p> <p>To discuss what periods are and how to deal with them.</p>	<p>To raise an awareness of what a wet dream is.</p> <p>To explain how babies are made during sexual intercourse.</p> <p>To increase children's awareness of how babies are born.</p>	<p>To highlight the public nature of social networking.</p> <p>To explore the issues around cyber bullying.</p> <p>To know about good and bad touch.</p>	<p>Drug and alcohol education</p> <p>- To learn how the correct use of medicines, and how vaccines and immunisation, can help to maintain health and well-being.</p>	<p>Drug and alcohol education</p> <p>- To learn about some of the risks and effects of legal and illegal drug use (tobacco, drugs, highs and lows, recommended amounts, services, risks, scenarios, sign posting)</p>	
Science	<p>To recognise that light appears to travel in straight lines.</p> <p>To use the idea that</p>	<p>To associate the brightness of a lamp or the volume of a buzzer with the number and</p>	<p>To plan different types of scientific enquiries to answer questions, including recognising and controlling</p>	<p>To compare and group together everyday materials on the basis of their properties, including their</p>	<p>To describe the changes as humans develop to old age.</p>	<p>To identify and name the main parts of the human circulatory system, and describe the functions of the</p>



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	<p>light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>To explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes.</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>voltage of cells used in the circuit.</p> <p>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>To use recognised symbols when representing a simple circuit in a diagram.</p>	<p>variables where necessary.</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat findings where appropriate.</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</p>	<p>hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>To explain that some changes result in the</p>		<p>heart, blood vessels and blood.</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p>
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				formation on new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		
Music	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - listen with attention to detail and recall sounds with increasing aural memory 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - listen with attention to detail and recall sounds with increasing aural memory 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music, - use and understand staff and other musical notations 	<p>Using a selection of music from the age related Charanga portfolio, pupils should be taught to:</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music, - use and understand staff and other musical notations
Computing	<p>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p>Pupils should use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>		<p>Pupils should select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,</p>	<p>Pupils should design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</p>	



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	<p>concerns about content and contact.</p> <p><i>(Be Internet Legends provides a full scheme of work and lesson plans for this year group; these will be built up on year by year as pupils progress throughout KS2.)</i></p>	<p>(For year 3 pupils should be able to find relevant information by browsing menus, searching for both text and images and be able to copy and paste that into a document. They should be able to save digital images using appropriate file names and select suitable locations for storage.)</p>		<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>(For this topic pupils should use word processing and PowerPoint software to create basic presentations.)</p>	<p>problems by decomposing them into smaller parts.</p> <p>(Pupils will design - from a provided specification - a computer programme to meet a need, develop the program using code, then test and debug it, recording simple test results.</p> <p>(See exemplar assignments for how this would be broken down into smaller units and for clarification of technical terminology. It would be envisaged that these criteria would be a standalone project and would take two half terms to complete.)</p>	
RE	<p>What do religions say to us when life gets hard?</p>		<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>		<p>What would Jesus do?</p>	
MFL <i>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and</i>	<p>Unit 7: Encore! Children will learn to: Describe people (avoir phrases, 3rd person);</p>	<p>Unit 8: Quelle heure est-il? Children will learn to: Talk about activities (present tense verbs)</p>	<p>Unit 9: Les fetes. Children will learn to: Talk about festivals and dates;</p>	<p>Unit 10 Ou vas-tu? Children will learn to: Talk about French cities (je vais a...;</p>	<p>Unit 11: On mange! Children will learn to: Go shopping for food (ask what someone</p>	Review



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<p><i>responding</i> <i>Pupils should be taught to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (Unit numbers refer to RIGOLO 1)</i></p>	<p>Describe nationalities (etre with adjectives, 3rd person and adjective endings, eg il est francais, elle est francaise)</p>	<p>Tell the time (numbers 1-12, question forms)</p> <p>Talk about what time they do activities (verbally and in writing)</p>	<p>ask for various presents;</p> <p>count from 31-60 (revise numbers 1-30 first);</p> <p>Give and understand instructions (imperative form -----ez, plural forms)</p>	<p>Give and understand basic directions (imperative);</p> <p>talk about the weather (impersonal il, e.g. il fait beau);</p> <p>Talk about the weather in Frances (A Paris, il neige)</p>	<p>wants, state what they want, talk about food);</p> <p>Ask how much something costs;</p> <p>Talk about activities at a party (use on for first-person plural, e.g. on boit);</p> <p>Give basic opinions about food and activities</p>	
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