

UPPER Key Stage 2 Curriculum Overview ODD/EVEN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Electricity	Living Things and their Habitats Environment (Observing Life Cycles – Animal focused)	Living Things and their Habitats Environment (Classification)	Environment (Evolution and Inheritance)	Animals including humans Health (Health, Exercise and Circulatory System)	Living Things and their Habitats Environment (Observing Life Cycles – Plant focused)
History	<u>WWII Evacuation</u> A local history study <u>Substantive (First Order) Concept:</u> Childhood <u>Disciplinary (Second Order) Concept:</u> Sources and evidence <u>Enquiry Question:</u> Why were children evacuated during WWII?		<u>Maya Civilisations</u> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <u>Substantive (First Order) Concept:</u> Agriculture <u>Disciplinary (Second Order) Concept:</u> Similarity and difference <u>Enquiry Question:</u> What caused the collapse of the Mayan Empire? (Drought theory)		<u>Viking and Anglo-Saxon Struggle</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <u>Substantive (First Order) Concept:</u> Migration <u>Disciplinary (Second Order) Concept:</u> Interpretations <u>Enquiry Question:</u> Is it fair to describe all Vikings as brutal invaders?	
Geography	<u>World Trade</u> To learn about trade by understanding the process, places and issues involved in a global supply chain. <u>Substantive</u> -To explore some reasons for trade in various parts of the world. -To investigate global trade processes and trade routes, understanding what imports and exports are. -To know how a global supply chain works. <u>Disciplinary</u> Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major industries, imports and exports. <u>Enquiry question</u> Why do people trade?		<u>Manchester (Local Region)</u> To learn about our local city; how it has changed over time and looking at land use and economy, whilst comparing it to Crawshawbooth. <u>Substantive</u> -Describe and explain how some areas in the UK have developed and changed over time, and why certain locations are more favourable than others. <u>Disciplinary</u> -Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time. -Create detailed maps and label physical features <u>Enquiry question</u> Why do people go to Manchester		<u>United Kingdom</u> Looking at how we produce energy as a country whilst also considering the impacts of these methods. <u>Substantive</u> - To identify the physical characteristics of the UK - To learn about different types of renewable energy: wind power, solar etc. - To find out how energy is harnessed in different regions of the U.K. to create energy for us to use. - Evaluate the advantages and disadvantages of wind energy. <u>Disciplinary</u> To look at maps, physical locations to identify locations where renewable energy is gathered. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Enquiry question</u> How are different areas of the U.K. used in industry?	
Computing	Y5 Fact file Databases		Y5 Vector Drawing		Y5 Selection in Quizzes	
	Y6 Introduction to Spreadsheets		Y6 3D Modelling		Y6 Sensing Movement	
RE	<u>Christianity (God)</u> Why is it sometimes difficult to do the right thing? Sin Adam and Eve's disobedience Temptation and morality	<u>Islam</u> Why is the Qur'an important to Muslims? The Qur'an The Night of Power	<u>Hindu Dharma</u> What might Hindus learn from stories about Krishna? Krishna Holi	<u>Christianity (Jesus)</u> What do we mean by a miracle? Miracles of Jesus Pilgrimage	<u>Christianity (Church)</u> How do people decide what to believe? The Trinity Use of symbols and metaphors The Worldwide Church	<u>Judaism</u> Do people need laws to guide them? The Torah The synagogue
Art	Main Focus: Digital Media Artist: L.S Lowry Outcome: To create a piece of digital artwork of a scene in Manchester in the style of L.S Lowry.		Main Focus: Printing Artefacts: Ancient Mayan death masks Outcome: To design and print an Ancient Mayan death mask.		Main Focus: Textiles Artist: Amanda Hislop Outcome: To design and create a textured landscape in the style of Amanda Hislop.	
PE	Fitness Handball Dance Football		Gymnastics Hockey Dodgeball Yoga		Netball Cricket OAA Athletics	
DT	<u>Structures</u> Bridges Playgrounds		<u>Mechanical systems</u> Making a pop-up book Automata toys		<u>Food</u> What could be healthier? Come dine with me	
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe (incl 'Online Reputation' from NOS)	Rights and Respect	Being My Best	Growing and Changing
Music	Guitar tuition	Guitar tuition	Use of Voice and Performing <u>Genre</u> Class 9 - Pop Ballads Class 10 - Hip Hop Class 11 - Soul	Composing and Improvising <u>Genre</u> Class 9 - Country Class 10 - Motown Class 11 - Hip Hop	Use of Voice and Performing <u>Genre</u> Class 9 – Rock Class 10 - Pop Class 11 - Jazz	Composing and Improvising <u>Genre</u> Class 9 - Soul Class 10 - Rock Class 11 - Classical
MFL	My family	At school	Clothing and appearance	Goldilocks and the Three Bears	French cafe	Hobbies