



# St Chad's Curriculum – UKS2

## Rolling Programme A

Unit	1	2	3	4	5	6	
<b>Big Picture Question</b>	<b>Why did the Mayans prosper and what is the legacy of this?</b>	<b>What was the impact of the Blitz?</b>	<b>What is beyond our planet and what impact does it have on us?</b>	<b>How and why should we protect our planet biodiversity?</b>	<b>What is great about Britain?</b>	<b>What was the impact of British settlement in America?</b>	<b>What is fair trade?</b>
<b>Rationale</b>	<p>Achievements of early civilisations – NC</p> <p>Understand human geography including types of settlement and land use -NC</p> <p>Non- European society NC</p> <p>Study of a region in South America- NC</p> <p>Opportunities to compare lifestyles and legacies with Ancient Egypt and Ancient Greece.</p> <p>Understanding of South America to link to Geography units on Galapagos and biodiversity.</p>	<p>Link to LKS2 unit on evacuation.</p> <p>Local study</p>		<p>Describe and understand key aspects of climate zones, biomes and vegetation belts – NC</p> <p>Explore the impact we are having on the world and how this can be reduced.</p> <p>Understand biodiversity and how plants and animals are adapted to their habitats.</p> <p>Explore global locations and climates.</p>	<p>Aspect of British history that extends beyond 1066 NC</p> <p>National study</p>	<p>Aspect of British history that extends beyond 1066 - NC</p> <p>Understand human geography including types of settlement and land use -NC</p> <p>Link to invasion and settling topics in LKS2- Vikings etc.</p> <p>Develop understanding that British people have also invaded and settled across the world.</p> <p>Look at wider impact of our settlement in other countries.</p> <p>Study of a region in North America- NC</p>	<p>Understand human geography including trade links -NC</p> <p>Looking at global trade and the impact.</p> <p>Exploring the choices impact of global trade and the choices individuals can make.</p>
<b>Key concepts</b>	<b>Chronology Community Our Physical World</b>	<b>Chronology Community</b>	<b>Our Physical World</b>	<b>Our Physical World Our Global Community</b>	<b>Chronology Exploration and Industry Thinking Geographically</b>	<b>Chronology Invasion and Settlement Our Global Community</b>	<b>Our Global Community Thinking Geographically</b>
<b>Objectives</b>	<p><b>Knowledge</b></p> <p>To draw a timeline and order historical periods using previous topics studied to provide wider historical perspective.</p> <p><b>Skills</b></p> <p>To describe the impact that the Mayan civilization had on the world and on Britain today.</p> <p>To understand why the Mayans were considered</p>	<p>To know key dates for WW1 and WW2 and The Blitz.</p> <p>To understand the impact of The Blitz locally.</p> <p>To pose and answer historical questions</p>	<p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Expand map skills to include non- UK countries.</p>	<p>Know what is meant by biomes and what are the features of a specific biome</p> <p>Label layers of a rainforest and know what deforestation is</p> <p>Know the names of and locate some of the world's deserts</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p>	<p>To draw a timeline and order historical periods using previous topics studied to provide wider historical perspective.</p> <p>To describe a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p>	<p>To draw a timeline and order historical periods including key dates.</p> <p>To understand that invasion and settlement have occurred throughout history and British people have settled all around the world.</p> <p>To describe the impact of British settlement on indigenous people.</p>	<p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Know main human and physical differences between developed and third world countries</p> <p>Use maps, atlases, globes and digital/computer</p>



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	<p>an advanced society in relation to that period of time in Europe.</p> <p>To describe the beliefs, behaviour and characteristics of people recognising that not everyone shares the same view.</p> <p>Compare beliefs and behaviours with those of Ancient Egyptians and Greeks.</p> <p>To use and evaluate a range of sources.</p> <p>To form own opinions from a range of sources.</p> <p>To bring together evidence from a range of sources.</p> <p>To pose and answer historical questions.</p> <p>Know the names of, and locate, a number of South or North American countries</p> <p>Know key differences between living in the UK and in a country in either North or South America</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Expand map skills to include non-UK countries.</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		<p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>To describe how Britain has had a major influence on the world.</p> <p>Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>Describe events from the past using dates when things happened.</p> <p>To use and evaluate a range of sources.</p> <p>To form own opinions from a range of sources.</p> <p>To bring together evidence from a range of sources.</p> <p>Know the names of a number of European capitals</p> <p>Use maps to locate European countries and capitals.</p> <p>Know how to plan a journey within the UK, using a road map</p> <p>Know what most of the ordnance survey symbols stand for</p> <p>Know how to use six-figure grid reference</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p>	<p>To describe changes within a time period considering social, religious, political, technological and cultural changes.</p> <p>To research in order to find similarities and differences between two or more periods of history.</p> <p>To explain past events in terms of cause and effect.</p> <p>To bring together evidence from a range of sources.</p> <p>To offer accurate and plausible reasons for how/why aspects of the past have been interpreted in different ways.</p> <p>To pose and answer historical questions.</p> <p>To understand that different evidence will lead to different conclusions.</p> <p>Know the names of, and locate, a number of South or North American countries</p> <p>Know key differences between living in the UK and in a country in either North or South America</p> <p>Know what is meant by biomes and what are the features of a specific biome</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p>	<p>mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p>
<p>Science</p>	<p>Properties and Changes in Materials (Year 5)</p>	<p>Earth and Space (Year 5)</p>	<p>Living Things and their Habitats (Yr 5 and 6)</p>	<p>Forces (Year 5) A study of Isaac Newton)</p>	<p>Animals, including humans (Yr 5 and 6)</p> <p>Link to Christian Barnard (Year 5) William Harvey (Year 6)</p>		



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DT			<b>Mechanisms</b> Analyse, Practice, Design , Make , Evaluate			<b>Structures</b> Analyse, Practice, Design , Make , Evaluate	<b>Cookery -</b> Analyse, Practice, Design , Make , Evaluate
<b>Art</b>	<b>Printing</b> Analyse, Practice, Design , Make , Evaluate	<b>Drawing and Painting</b> Analyse, Practice, Design , Make , Evaluate		<b>Collage</b> Analyse, Practice, Design , Make , Evaluate	<b>Digital Art</b> Analyse, Practice, Design, Make, Evaluate		
R.E	U2.6: What does it mean to be a Muslim in Britain today?	UC2b3: How can following God bring freedom and justice?	UC2b1: What does it mean if God is holy and loving?	UC2b7: What difference does the Resurrection make for Christians?	U2.1: Why do some people believe God exists?	UC2.5: What would Jesus do?	
PSHE	JIGSAW		JIGSAW		JIGSAW		
P.E	Gym – Bridges Games – Invasion and Target	Dance Games – Invasion	Gym – Counter balance and counter tension	Dance Games – Skipping	Athletics – Unit 1 Games – Net/Court/Wall games (Unit 1)	Athletics – Team Competition Games – Striking and fielding games	
Computing	Computer Networks				Computer Programming Unit 1	Computer Programming Unit 2	
Music	Musical Theatre (Year 5)		Songs of World War 2 (Year 6)	Blues (Year 5)	Dynamics, Pitch and Texture (Coast – Year 6)	Advanced Rhythms (Year 6)	Composition Notation (Ancient Egypt – Year 5)
French	French Monster Pets (Year 5) French Sport and the Olympics (Year 6)	Space Exploration (Year 5) French Football Champions (Year 6)	Shopping in France (Year 5) In my French House (Year 6)	French Speaking World (Year 5) Planning a French Holiday (Year 6)	Verbs in a French Week (Year 5) Visiting a Town in France (Year 6)	Meet my French Family (Year 5)	