



# St Chad's Curriculum – UKS2

## Rolling Programme B

Unit	1	2	3	4	5	6	7
<b>Big Picture Question</b>	How did the Ancient Greeks prosper and what was the legacy of this?	What comparisons can we make between the Galapagos Islands and the UK?	Why was Propaganda needed?	What was Bristol's role in the Transatlantic Slave Trade?	How has our system of crime and punishment developed?	What are the benefits of global trade?	Who has helped to advance technology in Britain?
<b>Rationale</b>	<p>Opportunities to compare early Greek and Mayan civilisations (Mayans rolling programme 1)</p> <p>A study of Greek life and achievements and their influence on the western world NC</p> <p>Links to LKS2 where is Greece unit</p> <p>Describe and understand key aspects of climate zones, biomes and vegetation belts – NC</p>	<p>Links to LKS2 topic on South America</p> <p>Opportunity for field work when making comparisons with the Galapagos islands</p> <p>Comparing similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America NC</p> <p>Explore global locations and climates.</p> <p>Science links –Evolution and Inheritance</p>	<p>Link to LKS2 unit on evacuation.</p> <p>Local study</p>	<p>Local study- learn about Bristol Slave Trade</p> <p>Link to current affairs- Colston Tower Human influence and community</p> <p>Understand how we can learn from the past to make a better future (Human influence)</p>	<p>Opportunity to visit the Tower of London</p> <p>Aspect of British history that extends beyond 1066 NC</p> <p>National study</p>	<p>Links to rolling programme A topic on <u>fair trade</u></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> <p>Links with sustainability- looking after the planet</p>	<p>Learn about significant individuals- aspirations (Darwin)</p> <p>Learn about significant individuals from the local area</p>
<b>Key concepts</b>	<p><b>Community</b></p> <p><b>Exploration and Industry</b></p> <p><b>Our Physical World</b></p> <p><b>Our Global community</b></p> <p><b>Thinking Geographically</b></p>	<p><b>Our Physical World</b></p> <p><b>Our Global community</b></p> <p><b>Thinking Geographically</b></p>	<p><b>Chronology</b></p> <p><b>Community</b></p>	<p><b>Chronology</b></p> <p><b>Community</b></p> <p><b>Exploration and Industry</b></p>	<p><b>Chronology</b></p> <p><b>Exploration and Industry</b></p>	<p><b>Exploration and Industry</b></p> <p><b>Our Physical World</b></p> <p><b>Thinking Geographically</b></p>	<p><b>Community</b></p> <p><b>Exploration and Industry</b></p>
<b>Objectives</b>	<p>To describe the impact that the Mayan civilisation and Ancient Greek civilisation had on the world and on Britain today.</p> <p>To describe the beliefs, behaviour and characteristics of</p>	<p>Know the names of, and locate, a number of South or North American countries</p> <p>Label layers of a rainforest and know what deforestation is</p>	<p>To draw a timeline and order historical periods using previous topics studied to provide wider historical perspective and include key dates.</p>	<p>To draw a timeline and order historical periods using previous topics studied to provide wider historical perspective and include key dates.</p> <p>Know about a theme in British history which extends beyond 1066</p>	<p>To draw a timeline and order historical periods using previous topics studied to provide wider historical perspective and include key dates.</p> <p>Know about a period of history that has strong connections to their</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of</p>	<p>Know how Britain has had a major influence on the world.</p> <p>To describe how Britain has had a major influence on the world.</p> <p>Know about a period of history that has strong</p>
<b>Knowledge</b>							
<b>Skills</b>							



# St Chad's Curriculum – UKS2

## Rolling Programme B

	<p>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 understand why the Mayans and Greeks were considered an advanced society in relation to that period of time in Europe.</p> <p><u>To research in order to find similarities and differences between two or more periods of history.</u></p> <p><u>To bring together evidence from a range of sources.</u></p> <p>Know what is meant by biomes and what are the features of a specific biome</p> <p>Know the names of a number of European capitals</p> <p><u>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</u></p> <p><u>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</u></p>	<p>Know the names of and locate some of the world's deserts</p> <p>Know key differences between living in the UK and in a country in either North or South America</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Know how to plan a journey within the UK, using a road map</p> <p>Know how to use six-figure grid reference</p> <p><u>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</u></p> <p><u>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.</u></p>	<p>To know key dates for WW1 and WW2 and The Blitz.</p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p> <p>Know how Britain has had a major influence on the world.</p> <p><u>To use and evaluate a range of sources.</u></p> <p><u>To form own opinions from a range of sources.</u></p> <p><u>To bring together evidence from a range of sources.</u></p> <p><u>To pose and answer historical questions.</u></p> <p><u>To offer accurate and plausible reasons for how/why aspects of the past have been interpreted in different ways.</u></p> <p><u>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</u></p>	<p>and explain why this was important in relation to British history.</p> <p>Know how Britain has had a major influence on the world.</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>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p><u>Describe events from the past using dates when things happened.</u></p> <p><u>To pose and answer historical questions.</u></p> <p><u>To understand that different evidence will lead to different conclusions.</u></p>	<p>locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time.</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><u>To use and evaluate a range of sources.</u></p> <p><u>To form own opinions from a range of sources.</u></p> <p><u>To bring together evidence from a range of sources.</u></p> <p><u>To pose and answer historical questions.</u></p> <p><u>To explain past events in terms of cause and effect.</u></p>	<p>poorer people during this time.</p> <p><u>Describe events from the past using dates when things happened.</u></p> <p><u>To explain past events in terms of cause and effect.</u></p> <p>Know the names of, and locate, a number of South or North American countries</p> <p>Know what is meant by biomes and what are the features of a specific biome</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p><u>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</u></p> <p><u>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</u></p> <p><u>Use maps, atlases, globes and digital/computer mapping (Google</u></p>	<p>connections to their locality and understand the issues associated with the period.</p> <p><u>To offer accurate and plausible reasons for how/why aspects of the past have been interpreted in different ways.</u></p> <p><u>To pose and answer historical questions.</u></p>
--	---	--	---	--	---	--	--



# St Chad's Curriculum – UKS2

## Rolling Programme B

	<u>Use maps to locate European countries and capitals.</u>					<u>Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth.</u>	
<b>DT</b>	<b>Textiles</b> Analyse, Practice, Design , Make , Evaluate				<b>Structures (Woodwork) - Bridges</b> Analyse, Practice, Design , Make , Evaluate	<b>Food</b> Analyse, Practice, Design , Make , Evaluate	
<b>Art</b>		<b>Pop Art</b> Analyse, Practice, Design , Make , Evaluate	<b>Mixed Media</b> Analyse, Practice, Design , Make , Evaluate	<b>Abstract Art</b> Analyse, Practice, Design , Make , Evaluate			<b>Clay Modelling</b> Analyse, Practice, Design , Make , Evaluate
<b>Science</b>	<b>Animals, including humans (Year 5 and 6)</b> A focus on diet linked to Ancient Greek soldiers.	<b>Evolution and Inheritance (Year 6)</b>	<b>Light (Year 6)</b> Link to how the number of hours of daylight is different in different parts of the world.	<b>Electricity (Year 6)</b>	<b>Living things and their habitats (Year 5 and 6)</b>	<b>Animals, including humans (Year 5 and 6)</b> Link to Christian Barnard (Year 5) William Harvey (Year 6)	
<b>RE</b>	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?	
<b>PSHE</b>	JIGSAW	JIGSAW	JIGSAW	JIGSAW	JIGSAW	JIGSAW	
<b>PE</b>	Gym – Flight Games – Invasion Games	Dance Games – Invasion Games	Gym – Partnerwork – synchronisation and Canon Games – Gifted and Talented Programme	Dance Games – Skipping	Athletics – Unit 2 Games – New/Court/Wall games (Volleyball and Tennis)	Athletics – Individual Competition Games – Striking and Fielding games (cricket and rounders)	
<b>Computing</b>	Computer Networks				Computer Programming Unit 1	Computer Programming Unit 2	
<b>Music</b>	Film Music (Year 6)	Theme and Variations (Year 6) A focus on Pop Art	Looping and Remixing (Year 5)	Composition to represent the festival of colour (Year 5)	South and West Africa (Year 5)		
<b>French</b>	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)	