



# St Chad's Curriculum – UKS2

## Rolling Programme A

Unit	1		2	3	4	5	6
<b>Big Picture Question</b>	Why did the Mayans prosper and what is the legacy of this?	What tactics lead to success in the Battle of Britain?	What is beyond our planet and what impact does it have on us?	What was the impact of British settlement in America?	What changes did the industrial revolution bring?	How and why should we protect our planet biodiversity?	What is fair trade?
<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>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>Aspect of British history that extends beyond 1066 NC</p> <p>National 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>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>	<p>Chronology</p> <p>Community</p> <p>Our Physical World</p>	<p>Chronology</p> <p>Community</p>	<p>Our Physical World</p>	<p>Chronology</p> <p>Invasion and Settlement</p> <p>Our Global Community</p>	<p>Chronology</p> <p>Exploration and Industry</p> <p>Thinking Geographically</p>	<p>Our Physical World</p> <p>Our Global Community</p>	<p>Our Global Community</p> <p>Thinking Geographically</p>
<b>Science</b>	See specific Science overview						



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<b>DT</b>			<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>Drawing and Painting</b> Analyse, Practice, Design , Make , Evaluate War scene – colour, tone shade Artist : Paul Nash			<b>Painting</b> Analyse, Practice, Design , Make , Evaluate Colour, texture, layers Artist : L.S. Lowry	<b>Sculpture</b> Analyse, Practice, Design , Make , Evaluate 3D sculptures using wire and papier - mache Artist: Niki De Saint Phalle	
<b>Computing</b> <b>Information Technology</b>  <i>Data Handling to be taught within maths.</i>	<b>Presentations</b> Creation of powerpoint presentations to demonstrate how Mayans prospered and the legacy left.		<b>Video Creation</b> A video produced to demonstrate understanding of our solar system. Year 5 – Use cutaway and split screen tools. Year 6 – Use picture in picture tools.	<b>Presentations</b> Children to develop understanding of website creation through identifying the impact of British settlement in America.	<b>Photography</b> Children develop knowledge of creating 3D images.	<b>Animation</b> Animation used to demonstrate how we should continue to look after our planet.	<b>Data Handling</b> Using Microsoft Excel / Numbers to support Curriculum unit learning.



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>R.E</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>  See Safeguarding Curriculum for further details.	<b>JIGSAW</b>  Being Me in My World	<b>JIGSAW</b>  Celebrating Difference	<b>JIGSAW</b>  Dreams and Goals	<b>JIGSAW</b>  Healthy Me	<b>JIGSAW</b>  Relationships	<b>JIGSAW</b>  Changing Me
<b>P.E</b>  <b>Indoor</b> <b>Outdoor</b>	<b>Year 5</b>  Dance – Theseus and the Minotaur  Net / Court / Wall Games  <b>Year 6</b>  Dance – Theseus and the Minotaur  Invasion Games (Hockey and Football)	<b>Year 5</b>  Gymnastics – Space  Invasion and Target  <b>Year 6</b>  Gymnastics – Shape and Balance  Net / Court / Wall Games (Volleyball and Tennis)	<b>Year 5</b>  Gymnastics – Movement  Invasion Games  <b>Year 6</b>  Gymnastics – Movement  Striking and Fielding Games	<b>Year 5</b>  Dance – Eco Dance  Striking and Fielding Games  <b>Year 6</b>  Dance – Eco-Dance  Invasion Games (Netball and Basketball)	<b>Year 5</b>  Athletics – Unit 1  <b>Year 6</b>  Athletics – Unit 1	<b>Year 5</b>  Athletics – Unit 2  <b>Year 6</b>  Athletics – Unit 2
<b>Computing</b>	<b>Computer Networks</b>  Search Engines (Year 5)  Bletchley Park (Year 6)			<b>Computer Programming</b>  Selection in Programming (Year 5)  Variables in Programming (Year 6)	<b>Computer Programming</b>  Programming Music (Year 5)  Intro to Python (Year 6)	
<b>Music</b>	Composition Notation (Year 5) <b>Artist(s): The Bangles, Henry Purcell</b>  Advanced Rhythms (Year 6) <b>Artist(s): Steve Reich</b>		Composition to represent the festival of colour (Year 5) <b>Artist(s): Edvard Grieg, Felix Mendelssohn, Bedrich Smetana</b>  Dynamics, Pitch and Tempo (Year 6) <b>Artist(s): Felix Mendelssohn</b>			Blues (Year 5) <b>Artist(s): A variety</b>  Theme and Variations (Year 6) <b>Artist(s): Benjamin Britten</b>
<b>French</b>	<b>Year 5</b> French Monster Pets  Shopping in France  <b>Year 6</b> French sport and the Olympics	<b>Year 5</b> Shopping in France  Verbs in a Week  <b>Year 6</b> In my French house				<b>Year 5</b> Verbs in a Week  Meet my French family  <b>Year 6</b> Planning a French holiday



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			Planning a French holiday		Visiting a town in France
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