



St Chad's Curriculum – UKS2

Rolling Programme A

Unit	1		2	3	4	5	6
Big Picture Question	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?
Rationale	<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>
Key concepts	<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>
Science	See specific Science overview						



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DT		Mechanisms Analyse, Practice, Design , Make , Evaluate	Structures Analyse, Practice, Design , Make , Evaluate		Cookery - Analyse, Practice, Design , Make , Evaluate	
Art	Drawing and Painting Analyse, Practice, Design , Make , Evaluate War scene – colour, tone shade Artist : Paul Nash			Painting Analyse, Practice, Design , Make , Evaluate Colour, texture, layers Artist : L.S. Lowry	Sculpture Analyse, Practice, Design , Make , Evaluate 3D sculptures using wire and papier - mache Artist: Niki De Saint Phalle	



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



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			Planning a French holiday		Visiting a town in France
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