St Chad's Curriculum - UKS2
Rolling Programme B

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Big Picture Question | 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? | What was trench warfare? | 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? |
| Rationale | Opportunities to compare early Greek and Mayan civilisations (Mayans rolling programme 1) <br> A study of Greek life and achievements and their influence on the western world NC <br> Links to LKS2 where is Greece unit <br> Describe and understand key aspects of climate zones, biomes and vegetation belts - NC | Links to LKS2 topic on South America <br> Opportunity for field work when making comparisons with the Galapagos islands <br> 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 <br> Explore global locations and climates. <br> Science links -Evolution and Inheritance | Link to LKS2 unit on WW1 Local study | Local study- learn about Bristol Slave Trade <br> Link to current affairsColston Tower Human influence and community <br> Understand how we can learn from the past to make a better future (Human influence) | Opportunity to visit the Tower of London <br> Aspect of British history that extends beyond 1066 NC <br> National study | Links to rolling programme A topic on fair trade <br> Understand human geography including trade links -NC <br> Looking at global trade and the impact. <br> Exploring the choices impact of global trade and the choices individuals can make. <br> Links with sustainabilitylooking after the planet | Learn about significant individuals- aspirations (Darwin) <br> Learn about significant individuals from the local area |
| Key concepts | Community Exploration and Industry <br> Our Physical World Our Global community Thinking Geographically | Our Physical World Our Global community Thinking Geographically | Chronology Community | Chronology Community Exploration and Industry | Chronology Exploration and Industry | Exploration and Industry <br> Our Physical World Thinking Geographically | Community Exploration and Industry |
| Science | See Specific Science Overview |  |  |  |  |  |  |
| DT | Textiles <br> Analyse, Practice, Design , Make, Evaluate |  |  | Electrical systems <br> Analyse, Practice, Design , Make, Evaluate Project: alarm | Structures (Woodwork) Bridges <br> Analyse, Practice, Design , Make , Evaluate | Cookery <br> Analyse, Practice, Design, Make, Evaluate |  |

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

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