**Upper Key Stage 2 Long Term Map**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Humanities** | **Year 5: Ancient Greece***How can we find out about the civilisation of Ancient Greece and can we thank them for anything in our lives today?*Ancient Greece – a study of Greek life and achievements and their influence on the western world.British Museum Trip | **Year5: Greece - Contrasting European location**Modern Greece. | **Year 5: Early Islamic Civilisation***What can we learn from Early Islamic Civilisation?*A non-European society that provides contrasts with British history | **Year 5: Rivers and cities**Describe and understand key aspects of physical geography Dawes Hall Field trip | **Year 5: Changes in Britain***How has Britain changed to embrace different cultures?*Brief look at slave trade-more focus on modern acceptance of different cultures-post war, Windrush-important multicultural role models.A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | **Year 5: Biomes**Describe and understand key aspects of physical geography and locations |
| **Year 6: WWI***How did the war affect the lives of young British men?*A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.**Year 6: A Village Walk**Understand more of local area through development of geographical skills and field - OS maps, grid refs, physical and human features of our localityclass walk | **Year 6:** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, key topographical features( including hills, mountains, coasts and rivers), land use and patterns: and some understand how some aspects of these have changed over time. | **Year 6: Stone Age to Iron Age***When do you think it was better to live – Stone Age, Bronze Age or Iron Age?*Changes in Britain from the Stone Age to the Iron Age. | **Year 6: Coasts and counties** Describe and understand key aspects of physical geography  | **Year 6: Brazil**North America, South America, Brazil. | **Year 6: Battle of Britain** Study a significant turning point in British History Y6 Residential trip |
| **Science** | **Year 5****Properties and changes in materials**Compare properties of every day materials, explore dissolving, mixing and changing of states as well as reversible and irreversible changes**Year 6****Evolution and Inheritance**Recognize that living things have changes over time, that fossils provide information from millions of years ago, explore factors associated with inheritance and identify how plants and animals adapt to their environment | **Year 5****Properties and changes in materials**Compare properties of every day materials, explore dissolving, mixing and changing of states as well as reversible and irreversible changes**Year 6****All Living Things** Describe how living things are classified and give reasons for specific characteristics | **Year 5****Earth and Space** **Describe the** movement of the Earth and planets relative to the sun, the movement of the moon relative to the Earth. Explain day and night**Year 6****The circulatory system**Identify and name basic parts and organs of the human circulatory system, and explain functions of the heart, blood vessels and blood.Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. | **Year 5****Forces**Explain gravity, identify the effects of air resistance, water resistance and friction, recognize that some mechanisms allow a smaller force to have a greater effect**Year 6****The circulatory system**Identify and name basic parts and organs of the human circulatory system, and explain functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. | **Year 5****Living things and their habitats**Describe the differences in lifecycle of mammal, amphibian, insect and bird, describe life processes of reproduction in some plants and animals**Year 6****Light**Recognize that light appears to travel in straight lines, explain how light travels from a light source to our eyes and explore shadows | **Year 5****Animals including humans**Growth and development of humans from birth to old age **Year 6****Electricity**Investigate circuits including buzzers, bulbs and switches. Use symbols to represent components in a diagram |
| **DT** | **Year 5:** **Soup**Make a soup to impress the kitchen**Year 6:** **Bread** Make a bread that says something about you!  | **Year 5: Make a structure to smuggle Greek soldiers into Troy**complex structures**Year 6: Christmas Card** cross stitch or sewing | **Year 6: Viking Weaving**Make a woven hanging to decorate a Viking home | **Year 5: Money containers**Make a textile purse for a fictional character of your choiceTextiles: patterns, seams, closing mechanisms, decoration**Year 6: Bird Boxes** (Cutting and joining wood) | **Year 5: Moving toys**Make a moving toy to help tell a story to your Year 1 FriendsMechanisms – handles, cams  | **Year 5**: **Ratatouille** Make a French ratatouille with a Clavering twist **Year 6: An alarm**Make something to deter a thiefModels that light up/buzzElectrical circuits controlled by computer |
| **Computing**  | Each computing strand can be taught and embedded throughout the whole curriculum, in no particular order. Please use Progression Statements and Year Group overview document. |
| **Music** | **Year 5****Unit 1 Livin in a Prayer**Listen and AppraiseMusical ActivitiesPerform and review**Year 6****Unit 1 Happy!**Listen and AppraiseMusical ActivitiesPerform and review | **Year 5****Unit 2 Classroom Jazz 1**Listen and AppraiseMusical ActivitiesPerform and review**Year 6****Unit 2 Classroom Jazz 2**Listen and AppraiseMusical ActivitiesPerform and review | **Year 5****Unit 3 Make you Fell my Love**Listen and AppraiseMusical ActivitiesPerform and review**Year 6****Unit 3 A New Year Carol**Listen and AppraiseMusical ActivitiesPerform and review | **Year 5****Unit 4 The Fresh Prince of Bel Air**Listen and AppraiseMusical ActivitiesPerform and review**Year 6****Unit 4 You’ve got a Friend**Listen and AppraiseMusical ActivitiesPerform and review | **Year 5****Unit 5 Dancing in the Street**Listen and AppraiseMusical ActivitiesPerform and review**Year 6****Unit 5 Music and Me**Listen and AppraiseMusical ActivitiesPerform and review | **Year 5****Unit 6 Reflect, Rewind, Replay**Listen and AppraiseMusical ActivitiesPerform and review**Year 6****Leavers’ Show** – sing and perform**Unit 6 Reflect, Rewind, Replay**Listen and AppraiseMusical ActivitiesPerform and review |
| **Art** | **Year 5:** **Klimt** autumn forests/collaborative collage **Year 6:** **Georgia O’Keeffe poppies** Acrylic paintings/texture -learn about great artists, architects and designers in history | **Year 5:** **Greek pots**Sgraffito, adding handles  **Year 6:**  **Needlework** Christmas cards-improve mastery of art and design techniques, including drawing, painting and sculpture | **Year 5:**  **:** **Turner/Hambling** water paintings **Year 6:**  **Hockney/Monet** water paintings-learn about great artists, architects and designers in history-create sketch books to record their observations and use them to review and revisit ideas | **Year 5: Andreas Gursky** perspective in photography**Batik** Easter cards **Year 6:** | **Year 5: Rainforest printing** **Year 6:** (**Vik Muniz** 3d collage)  create sketch books to record their observations and use them to review and revisit ideas**-** | **Year 5:**  **Moore/Hepworth–** collaborative sculpture  **Year 6: Penny Lane** vanishing point drawings**Clay** letter racks -improve mastery of art and design techniques, including drawing, painting and sculpture |
| **Modern languages** | **5: les vetements****6: en ville**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **Year 5: la famille****6: l’ecole**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **Year 5: La nourriture****Year 6: ma journee**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **5 chez moi****6 Mes passe-temps**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **5 le weekend** **6 La France!**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures |
| **RE** | **Year 5: stories from the New Testament** aboutChristian compassion – love, the good Samaritan, suffering, charity: the Samaritans.Jesus teaches through parables**Year 6: Old Testament**Writings and interpretations, Ruth and Shavuot, David and Goliath, King David | **Year 5: Hinduism and Divali**Festivals of fire and light, Christmas**Year 6: Old Testament /Christmas** Solomon’s wisdom and temple.Hannukah – the triumph of Judah the MaccabeeThe different Gospel accounts of the Nativity. | **Year 5: Hindu and Christian creation stories**The Circle of Life – The TrimurtiReincarnationHindu death customsCreation Stories **Year 6: siege of Masada**The Jews: their history and their landThe CovenantPrejudice and persecutionThe diaspora | **Year 5: Hindi rituals of death/Easter**Hindu creation storyThe future of planet earthThe journey of life Easter pilgrimage to Jerusalem**Year 6: Haulocaust/Easter**The creation of the modern state of Israel.Easter service of light | **Year 5: religious symbols and worship**language of symbols, ourselves, titles for god/Jesus, the Aum.**Year 6: synagogue and Torah**The SynagogueThe Sefer TorahThe content of the TorahThe Tallit and the kippah | **Year 5: Hindu and Christian places of worship**Symbolic features of Christian places of worship, styles of Christian worship.Finding inner peace – stillness and meditation.**Year 6: Bar Mitzvah and baptism**Initiation CeremoniesConfirmationHoly Communion and First Communion |
| **PE** | **Y5/6****Cross country****Football** | **Y5/6****Basketball****Tag Rugby** | **Y5/6****Indoor Athletics****Gymnastics** | **Y5/6****Hockey****Netball** | **Y5/6****Kwik Cricket****Rounders**  | **Y5/6****Athletics (Track and field)** |
| **PSHE** | **Relationships-****Families and friendships****Year 5:** Managing friendships and peer influence**Safe Relationships:**Physical contact and feeling safe**Year 6:** **Families and friendships**Attraction to others; romantic relationships; civil partnership and marriage**Safe Relationships:**Recognising and managing pressure; consent in different situations | **Relationships -** **Respecting Ourselves and Others:****Year 5:**Responding respectfully to a wide range of people; recognising prejudice and discrimination**Year 6:** Expressing opinions and respecting other points of view, including discussing topical issues | **Living in the Wider World-****Belonging to a Community****Year 5:**Protecting the environment; compassion towards others**Media literacy and digital resilience**How information online is targeted; different media types; their role and impact**Year 6:****Belonging to a Community**Valuing diversity; challenging discrimination and stereotypes | **Living in the Wider World****Year 5:****Money and Work**Identifying job interests and aspirations; what influences career choices; workplace stereotypes **Year 6:****Media literacy and digital resilience**Evaluating media sources; sharing things online**Money and Work**Influences and attitudes to money; money and financial risks | **Health and Well Being****Year 5:**Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies**Year 6:**What affects mental health and ways to take care of it; change, loss and bereavement; managing time online | **Health and Well Being****Year 5:****Growing and Changing**Personal identity; recognising individuality and different qualities; mental wellbeing**Keeping Safe**Keeping safe in different situations, including responding in emergencies, first aid and FGM**Year6:****Growing and Changing**Human reproduction and birth; increasing independence; managing transition**Keeping Safe**Keeping personal information safe; regulations and choices; drug use and the media |