

**Upper Key Stage 2 Long Term Map  
2023-24**

|            | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|------------|--|---|---|---|---|---|
| Humanities | <b>Year 5: Greece - Contrasting European location.</b><br>Modern Greece.   | <b>Year 5: Ancient Greece</b><br><i>How can we find out about the civilisation of Ancient Greece, and can we thank them for anything in our lives today?</i><br><br>Ancient Greece – a study of Greek life and achievements and their influence on the western world.<br><b>British Museum Trip</b>   | <b>Year 5: Early Islamic Civilisation</b><br><br><i>What can we learn from Early Islamic Civilisation?</i><br><br>A non-European society that provides contrasts with British history   | <b>Year 5: Rivers and cities</b><br>Describe and understand key aspects of physical geography.<br><b>Dawes Hall Field trip</b>  | <b>Year 5: Changes in Britain</b><br><i>How has Britain changed to embrace different cultures?</i><br><br>Brief look at slave trade-more focus on modern acceptance of different cultures-post war, Windrush-important multicultural role models.<br><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | <b>Year 5: Biomes</b><br>Describe and understand key aspects of physical geography and locations.   |
|            | <b>Year 6: WWI</b><br><i>How did the war affect the lives of young British men?</i><br><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  | <b>Year 6: The United Kingdom</b><br>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. | <b>Year 6: Stone Age to Iron Age</b><br><br><i>When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?</i><br><br>Changes in Britain from the Stone Age to the Iron Age.  | <b>Year 6: Coasts and counties</b><br>Describe and understand key aspects of physical geography.  | <b>Year 6: Brazil</b><br>North America, South America, Brazil.  | <b>Year 6: Battle of Britain</b><br>Study a significant turning point in British History<br><b>Y6 Residential trip</b><br><br><b>Year 6: A Village Walk</b><br>Understand more of local area through development of geographical skills and field - OS maps, grid refs, physical and human features of our locality.<br><b>class walks.</b> |
| Science    | <b>Year 5 Properties and changes in materials</b><br>Compare properties of every day materials, explore dissolving, mixing, and changing of states as well as reversible and irreversible changes.<br><br><b>Year 6 Evolution and Inheritance</b><br>Recognize that living things have changes over time, that fossils provide information from millions | <b>Year 5 Properties and changes in materials</b><br>Compare properties of every day materials, explore dissolving, mixing, and changing of states as well as reversible and irreversible changes.<br><br><b>Year 6 All Living Things</b><br>Describe how living things are classified and give reasons for specific characteristics.       | <b>Year 5 Forces</b><br>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.<br><br><b>Year 6 The circulatory system</b><br>Identify and name basic parts and organs of the human circulatory system, and explain functions of the heart, blood | <b>Year 5 Earth and Space</b><br><b>Describe the</b> movement of the Earth and planets relative to the sun, the movement of the moon relative to the Earth. Explain day and night.<br><br><b>Year 6 The circulatory system</b><br>Identify and name basic parts and organs of the human circulatory system, and explain functions of the heart, blood vessels and | <b>Year 5 Living things and their habitats</b><br>Describe the differences in lifecycle of mammal, amphibian, insect, and bird, describe life processes of reproduction in some plants and animals.<br><br><b>Year 6 Light</b><br>Recognize that light appears to travel in straight lines, explain how light travels from a light source to our eyes and explore   | <b>Year 5 Animals including humans.</b><br>Growth and development of humans from birth to old age<br><br><b>Year 6 Electricity</b><br>Investigate circuits including buzzers, bulbs, and switches. Use symbols to represent components in a diagram.  |

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|                         | of years ago, explore factors associated with inheritance and identify how plants and animals adapt to their environment   |  | vessels and blood.<br>Recognise the impact of diet, exercise, drugs, and lifestyle on the way our body's function.   | blood. Recognise the impact of diet, exercise, drugs, and lifestyle on the way our body's function.   | shadows.   |   |
| <b>DT</b>               | <b>Year 5 Food</b><br>Celebrating culture and seasonality  | <b>Year 6 Textiles</b><br>Combining different fabric shapes<br>(Including computer aided design)   | <b>Year 5 Structures</b><br>Frame structures   | <b>Year 6 Food</b><br>Celebrating culture and seasonality   | <b>Year 5 Mechanical Systems</b><br>Pulleys or gears   | <b>Year 6 Mechanical Systems</b><br>More complex switches and circuits<br>(Including computer aided design)<br>(Science: Electricity)   |
| <b>Computing</b>        | <b>Year 5 Computing Science: Coding</b> - We are game developers Developing an interactive game.<br><br><b>Year 6 Computer Science – Coding</b><br>We are toy makers Coding and physical computing.        | <b>Year 5 Computing Science: Computational Thinking</b> - We are cryptographers Cracking codes.<br><br><b>Year 6 Computer Science – Computational thinking</b><br>We are computational thinkers Mastering algorithms for searching, sorting and math | <b>Year 5 Information Technology: Media</b><br>We are architects Creating a virtual space.<br><b>Year 6 Information Technology – Media</b><br>We are publishers creating a yearbook or magazine  | <b>Year 5 Digital Literacy: Online safety</b> - We are web developers Making sense of the Internet and building a website.<br><b>Year 6 Digital Literacy – Online Safety</b><br>We are connected Developing skills for social media | <b>Year 5 Information Technology: Media</b> - We are adventure gamers Creating an interactive adventure using presentation software.<br><b>Year 6 Information Technology – Media</b><br>Creating a short television advert | <b>Year 5 Information Technology: Media</b> - We are VR designers Experimenting with virtual and augmented reality.<br><br><b>Year 6 Computer Science – Coding</b><br>We are AI developers learning about artificial intelligence and machine learning              |
| <b>Music</b>            | <b>Year 5 Unit 1 Living in a Prayer</b><br>Listen and Appraise Musical Activities Perform and review.<br><b>Year 6 Unit 1 Happy!</b><br>Listen and Appraise Musical Activities Perform and review          | <b>Year 5 Unit 2 Classroom Jazz 1</b><br>Listen and Appraise Musical Activities Perform and review.<br><b>Year 6 Unit 2 Classroom Jazz 2</b><br>Listen and Appraise Musical Activities Perform and review  | <b>Year 5 Unit 3 Make you Fell my Love.</b><br>Listen and Appraise Musical Activities Perform and review.<br><b>Year 6 Unit 3 A New Year Carol</b><br>Listen and Appraise Musical Activities Perform and review  | <b>Year 5 Unit 4 The Fresh Prince of Bel Air</b><br>Listen and Appraise Musical Activities Perform and review.<br><b>Year 6 Unit 4 You've got a Friend.</b><br>Listen and Appraise Musical Activities Perform and review            | <b>Year 5 Unit 5 Dancing in the Street</b><br>Listen and Appraise Musical Activities Perform and review.<br><b>Year 6 Unit 5 Music and Me</b><br>Listen and Appraise Musical Activities Perform and review                 | <b>Year 5 Unit 6 Reflect, Rewind, Replay</b><br>Listen and Appraise Musical Activities Perform and review.<br><b>Year 6 Leavers' Show</b> – sing and perform.<br><b>Unit 6 Reflect, Rewind, Replay</b><br>Listen and Appraise Musical Activities Perform and review |
| <b>Art</b>              | <b>Year 5: Klimt autumn</b> forests/collaborative collage<br><br><b>Year 6: Georgia O'Keeffe poppies</b> acrylic paintings/texture<br><br>-learn about great artists, architects, and designers in history | <b>Year 5: Greek pots</b> Sgraffito, adding handles.<br><br><b>Year 6: Pop Art</b><br>Artists: Andy Warhol, Roy Lichtenstein and Keith Haring<br><br>-improve mastery of art and design techniques, including drawing, painting, and sculpture       | <b>Year 5: Turner/Hambling</b> water paintings<br><br><b>Year 6: Hockney/Monet</b> water paintings<br><br>-learn about great artists, architects, and designers in history<br><br>-create sketch books to record their observations and use them to review and revisit ideas | <b>Year 5: Andreas Gursky</b> perspective in photography<br><b>Batik</b> Easter cards   | <b>Year 5: Rainforest printing</b><br><br><b>Year 6: (Vik Muniz 3d collage)</b><br><br>create sketch books to record their observations and use them to review and revisit ideas.<br><br>-                                 |   |
| <b>Modern languages</b> | <b>5: les vêtements</b><br><b>6: en ville</b>  | <b>Year 5: la famille</b><br><b>6: l'école</b>   | <b>Year 5: La nourriture</b><br><b>Year 6: ma journée</b>  | <b>5 chez moi</b><br><b>6 Mes passe-temps</b>   | <b>5 le weekend</b><br><b>6 La France!</b>   |   |

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|      | Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures   | Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures  | Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures   | Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures   | Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures  |  |
| RE   | <b>Year 5:</b><br>Philosophy – Is believing in God reasonable? Multi/Humanist<br><b>Year 6:</b><br>Human/SS - How and why does religion bring peace and conflict? Multi   | <b>Year 5:</b><br>Philosophy – What can we learn about the world/knowledge/meaning of life from the great philosophers? Buddhist/Christian<br><br><b>Year 6:</b><br>Theology – how and why do Buddhists explain suffering in the world? Buddhist | <b>Year 5:</b><br>Human/SS - how has belief in Jesus/Allah impacted on music and art through history? Christian/Muslim<br><b>Year 6:</b><br>Philosophy – What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian   | <b>Year 5:</b><br>Theology – what difference does the resurrection make to Christians? Christian<br><b>Year 6:</b><br>Theology – Creation or Science? Conflicting or Complimentary? Christian? Humanist | <b>Year 5:</b><br>Theology – how do Hindus make sense of the world? Hindu<br><b>Year 6:</b><br>Human/SS - How do beliefs shape identity for Muslims? Muslim (prepare for KS3)  | Time to complete enquiries                       |
| PE   | <b>Year 5</b><br>Dodgeball<br>Football  | <b>Year 5</b><br>Gymnastics<br>Fitness   | <b>Year 5</b><br>Dance<br>Tag rugby   | <b>Year 5</b><br>Hockey<br>Netball  | <b>Year 5</b><br>Athletics<br>Tennis   | <b>Year 5</b><br>OAA<br>Cricket<br>Rounders      |
|      | <b>Year 6</b><br>Dodgeball<br>Football  | <b>Year 6</b><br>Hockey<br>Gymnastics  | <b>Year 6</b><br>Dance<br>Tag rugby   | <b>Year 6</b><br>Tennis<br>Basketball   | <b>Year 6</b><br>Athletics<br>Yoga   | <b>Year 6</b><br>Rounders<br>Cricket<br>Swimming |
| PSHE | <b>Relationships:</b><br>Families and friendships<br>Safe relationships<br>Respecting ourselves and others<br><b>Year 5</b> <ul style="list-style-type: none"> <li>Families and people who care for me.</li> <li>NSPCC – PANTS</li> <li>NSPCC – Speak out, stay safe.</li> <li>Consent</li> <li>Play, Like, Share (computing spring 2)</li> <li>What happens if families change?</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Families and people who care for me.</li> <li>NSPCC – PANTS</li> <li>NSPCC – Speak out, stay safe.</li> <li>Consent</li> <li>Play, Like, Share (computing spring 2)</li> <li>What happens if families change?</li> </ul> |  | <b>Living in the wider world:</b><br>Belonging to a community<br>Media literacy and digital resilience<br>Money and work<br><b>Year 5</b> <ul style="list-style-type: none"> <li>Inclusion and belonging; Stereotypes and extremism.</li> <li>Compassion towards others</li> <li>Google internet legends</li> <li>Digital wellbeing</li> <li>Safe and sensible spending</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Challenging gender stereotypes</li> <li>Google internet legends</li> <li>Digital wellbeing</li> <li>Making most of money</li> </ul> |   | <b>Health and Wellbeing:</b><br>Physical health and Mental wellbeing<br>Growing and changing<br>Keeping safe<br><b>Year 5</b> <ul style="list-style-type: none"> <li>Dental health</li> <li>Mental health and emotional wellbeing</li> <li>Medway Sex Education</li> <li>Drugs and alcohol</li> <li>Keeping safe at home</li> <li>First Aid; Basic life support, emergencies &amp; Bleeding</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Healthy sleep</li> <li>Mental health and emotional wellbeing</li> <li>Medway Sex Education</li> <li>FGM</li> <li>Sun safety (science summer 1)</li> <li>Drugs and alcohol</li> <li>First Aid; Basic life support, emergencies &amp; choking</li> </ul> |  |

