

## Upper Key Stage Two

### Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	The Human Body	The Human Body	Living Things	Light	Evolution & Inheritance	Evolution & Inheritance
<b>B</b>	Properties and Changes of Materials	Forces and magnets	Animals including humans	Earth and Space	Electricity	Living Things and Habitats

### History

	Autumn	Spring	Summer
<b>A</b>	<p><i>Fallen Fields</i></p> <p><i>Studying the impact of WW1 &amp; WW2.</i></p> <p><i>Did WW1 or WW2 have the biggest impact on our locality?</i></p> <p>NC: Local history study – study over time</p>	<p>History of British Politics</p>	<p><i>Crime &amp; Punishment</i></p> <p><i>How has crime and punishment changed over time?</i></p> <p>NC: Study of a theme in history that extends knowledge beyond 1066</p>
<b>B</b>	<p><i>Ancient Egypt</i></p> <p>How much did the Ancient Egyptians achieve?</p> <p>NC: Achievements of the earliest civilizations</p>	<p><i>Mayan Civilisation</i></p> <p><i>Why should we remember the Maya?</i></p> <p>NC: Non-European society that provides contrasts with British history</p>	<p>Ancient Greece</p> <p>What did the Ancient Greeks do for us?</p> <p>NC: A study of Greek life &amp; achievements and their influence on the Western world.</p>

### Geography

	Autumn	Spring	Summer
<b>A</b>	<p>Place Knowledge &amp; Location Knowledge:</p> <p><i>Germany</i></p>	<p>Human and Physical Geography:</p> <p><i>Polar Lands</i></p>	<p>Geographical Skills &amp; Fieldwork</p> <p><i>Searching Salford Quays</i></p>
<b>B</b>	<p>Human and Physical Geography:</p> <p><i>Where does it come from?</i></p>	<p>Place Knowledge &amp; Location Knowledge:</p> <p><i>Amazing America</i></p>	<p>Geographical Skills &amp; Fieldwork</p> <p><i>I'm a Year 6 – get me out of here!</i></p>

### Computing

	Autumn	Spring	Summer
<b>A</b>	<p><i>Human Body Science</i></p>	<p>History of British Politics</p> <p><i>History</i></p>	<p><i>Searching Salford Quays</i></p> <p><i>Geography</i></p>
<b>B</b>	<p><i>Ancient Egypt (History)</i></p>	<p><i>Diversity: USA (Geography)</i></p>	<p><i>I'm a Year 6 – get me out of here!</i></p>

### Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	<p>Music during WW2</p> <p>Evacuee Song</p>	<p><b>Germany</b></p> <p>Beethoven. Ode To Joy-Glockenspiel</p>	<p><b>British Politics</b></p> <p>Political Statements in music and popular culture.</p>	<p><b>Polar Lands</b></p> <p><b>Greenpeace-</b></p> <p>Ludovico Einaudi, Save the Arctic</p>		
<b>B</b>						

Art

	Autumn	Spring	Summer
A	<p><b>Surrealism (Max Ernst, Salvador Dali, Andre Breton, Man Ray) The Lost Thing by Shaun Tan</b></p> <p>(Drawing) Create and draw a surrealist creature.</p> <p><b>Germany</b></p>	<p><b>Charles Rennie Mackintosh</b></p> <p><b>Wendy Evans</b></p> <p>(Stained glass/Batik)</p> <p><b>Mountains and Rivers</b></p>	<p><b>Jitrenda Sule and Henri Rousseau</b></p> <p>(Painting)</p> <p>Compare the two artists. Create imaginary watercolour scenes based on images of rainforests.</p> <p><b>Rainforests</b></p>
B	<p><b>Antony Gormley</b></p> <p><b>Nnenna Okore</b></p> <p><b>Trade/Economics</b></p>	<p><b>Chuck Close</b></p> <p><b>USA</b></p>	<p><b>Banksy</b></p> <p><b>Get me out of here</b></p>

DT

	Autumn	Spring	Summer
A	<p>DT: Rationing</p> <p>(Construction - Food)</p>	<p>DT: Make a campaign badge</p> <p>(Textiles)</p>	<p>DT: Make a burglar alarm</p> <p>(Construction – Electrical systems)</p>
B	<p>DT: Make a memory box</p> <p>(Construction - Structures)</p>	<p>DT : Fairground ride</p> <p>Construction – Mechanical systems</p>	<p>DT: Make a Greek dish</p> <p>(Food)</p>

French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<p>Recap units 1, 2 and 3</p> <p>On holiday</p>	<p>Eating out</p> <p>The future</p>	<p>Hobbies</p> <p>A school trip</p>	<p>Seasons</p> <p>The Environment</p>	<p>Actions</p> <p>In France</p>	<p>Family</p> <p>A weekend with friends</p>
B	<p>Recap units 1, 2 and 3</p> <p>On holiday</p>	<p>Eating</p> <p>Out/future tenses</p>	<p>Hobbies</p> <p>A school trip</p>	<p>Seasons</p> <p>The Environment</p>	<p>Actions</p> <p>In France</p>	<p>Family</p> <p>A weekend with friends</p>

PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<p><b>Respectful relationships</b></p> <p>Recognising different types of relationship, developing strategies to resolve disputes and conflict, marriage and civil partnership.</p>	<p><b>What is bullying and why are friends important?</b></p> <p>Resisting pressure, recognising when we need help and responding to other people's feelings.</p>	<p><b>Online Safety and Online Relationships</b></p> <p>Strategies for keeping safe online, critically examining what is presented to us in social media, appropriate online relationships.</p>	<p><b>Keeping safe in the community</b></p> <p>To know there are universal rights to protect children, predicting and assessing risks in different situations.</p>	<p><b>Keeping healthy</b></p> <p>Taking care of our bodies, the effects of the media and positive and negative effects to our physical, mental and emotional health.</p>	<p><b>Similarities and differences</b></p> <p>Appreciating diversity in the UK and respecting similarities and differences between all groups of people.</p> <p><b>What will my new class be like?</b></p> <p>To know about change and transitions in life, to celebrate</p>

						<i>achievements and goals, to set high aspirations for the future.</i>
<b>B</b>	<b>Respecting relationships</b> <i>Understanding that we all have rights to privacy and the difference between healthy and unhealthy relationships.</i>	<b>What is bullying and why are friends important?</b> <i>Recognising bullying and abuse in all its forms, consequences of treating others badly.</i>	<b>Online Safety and Online Relationships</b> <i>Strategies for keeping safe online, the benefits of the internet and digital age restrictions.</i>	<b>Keeping safe in the community</b> <i>To know that some cultures go against British law and basic human rights, basic emergency aid procedures and managing risks.</i>	<b>Keeping Emotionally Healthy</b> <i>Explaining the range and intensity of our feelings to others, conflicting emotions, habits.</i>	<b>Keeping Physically Healthy</b> <i>Drug education, exercise &amp; diet, life cycles, reproduction, benefits of eating a balanced diet.</i> <b>How will my education help me in the future?</b> <i>To know about change and transitions in life, to celebrate achievements and goals, to set high aspirations for the future, begin to develop enterprise skills.</i>
<b>Keeping myself safe. An awareness of my personal space and that of others (NSPCC Pants Rule)</b>						

**PE**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>A</b>	<i>Basketball</i>	<i>Dodgeball</i>	<i>Gymnastics</i>	<i>Ultimate</i>	<i>Cricket</i>	<i>Rounders</i>
<b>B</b>	<i>Hockey</i>	<i>Handball</i>	<i>Lacrosse</i>	<i>Cricket</i>	<i>Athletics</i>	<i>Athletics</i>

**RE**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>A</b>	<b>Believing</b> Why do some people believe God exists? (Christianity, Non religion)	<b>Believing</b> How is light symbolic in some religious celebrations? (Christianity)	<b>Living</b> What difference does it make to believe in Ahimsa, Grace and Ummah? (Christianity, Islam, Hinduism)	<b>Believing</b> What happened to Jesus over the course of Holy week? (Christianity) (Easter)	<b>Expressing</b> Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christianity, Islam)	<b>Expressing</b> If God is everywhere, why go to a place of worship? (Christianity, Judaism)
<b>B</b>	<b>Believing</b> What would Jesus do? (Christianity)	<b>Expressing</b> What would a Christian think Christmas should be about? (Christianity)	<b>Living</b> What does it mean to be a Muslim living in Britain today? (Islam)	<b>Believing</b> How is the life of Jesus relevant today? (Christianity)	<b>Living</b> What matters most to Christians and Humanists? (Christianity, Humanism)	<b>Believing</b> What do religions say when life gets hard? (Christianity, Hinduism)