

## 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 and 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 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> Ludovico Einaudi, Save the Arctic</p>		
<b>B</b>						

**Art**

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

**DT**

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

**French**

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

**PSHE**

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

						<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>	Dodgeball	Gymnastics	Ultimate	Cricket	Rounders
<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)