

Upper School - Curriculum Map 2021-2022

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Main theme | <u>World Wars</u> | | <u>Natural Disaster</u> | | <u>Football</u> | |
| English | Welcome back writing- self description Author Study – Once by Morris Gleitzman Stories which raise issues or dilemmas Classic Poetry - British Narrative techniques – Flashbacks- The piano Recounts (journalistic) from different perspectives Discussion | | Classic Fiction – Rebirth stories – A Christmas Carol Non Chronological reports Extended Traditional stories – building tension and suspense Persuasion- to stay at an old Volcanic eruption valley | | Explanation Poetry Instructions Quest narratives Autobiographies | |
| Class Texts | Once by Morris Gleitzman Good Night Mr Tom- book extracts and Film (PG) | | My life - Pompeii | | Autobiographies of famous footballers (Extracts) | |

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| <p>Science</p> | <p><u>Physics – Sound</u></p> <ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p><u>Chemistry – Electricity</u></p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. <p>think independently</p> <p>raise questions about working scientifically carry out scientific investigations use written and verbal explanations solve challenging problems report scientific findings undertake practical work find links between scientific technologies use scientific vocabulary</p> | <p><u>Chemistry – Reversible changes and irreversible changes</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. <p><u>Physics - Light</u></p> <ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <p>raise questions about working scientifically carry out scientific investigations use written and verbal explanations</p> | <p><u>Biology – To understand evolution and inheritance</u></p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>raise questions about working scientifically carry out scientific investigations use written and verbal explanations solve challenging problems report scientific findings undertake practical work find links between scientific technologies use scientific vocabulary</p> <p><u>Biology – Understanding animals and humans</u></p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. <p>raise questions about working scientifically carry out scientific investigations use written and verbal explanations solve challenging problems report scientific findings undertake practical work find links between scientific technologies use scientific vocabulary</p> |
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| | | <p>solve challenging problems report scientific findings undertake practical work</p> <ul style="list-style-type: none"> • find links between scientific technologies <p>use scientific vocabulary</p> | |
| History | <p><u>World War I and II</u></p> <ul style="list-style-type: none"> • Select suitable sources of evidence • Identify continuity and change in the history of the locality of the school • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • <i>dates, time period, era, chronology, continuity, change, century, decade, legacy</i> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. | <p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> -Use sources of evidence to deduce information about the past. -Select suitable sources of evidence, giving reasons for choices. <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> -Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. | <p><u>History of football</u></p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. • Use sources of information to form • testable hypotheses about the past. • Refine lines of enquiry as appropriate. • Use dates and terms accurately in describing events. <p>To interpret and compare sources To explain events of the past To use chronological language To use chronology To use historical vocabulary To gather evidence To ask historical questions To question events</p> |

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| <p>Geography</p> | <p><u>London during World War II</u></p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • Describe geographical diversity across the world. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). | <p><u>Natural Disasters</u></p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • Describe how locations around the world are changing and explain some of the reasons for change. • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. | <p><u>The UK</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> |
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| <p>Design and Technology</p> | <p>Anderson Shelters To explore and compare product design To construct and assemble products To design with a purpose To evaluate, refine and improve</p> | <p><u>Earthquake proof building</u></p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • Create innovative designs that improve upon existing products • Evaluate the design of products so as to suggest improvements to the user experience. <p>To use cutting techniques To use mechanics (and apply coding KS2) To construct and assemble products To design with a purpose To evaluate, refine and improve</p> | <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) <p>To use cutting techniques To use modify and create textiles To construct and assemble products To design with a purpose To evaluate, refine and improve</p> |
| <p>Art</p> | <p><u>Sketching buildings in London</u> Use different harnesses of pencil to show tone, line and texture Annotate sketches Sketch lightly Use shading to show light and shadow Use hatching and cross hatching to show tone and texture</p> | <p><u>Painting</u></p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. | <p><u>Football- Create football!</u> Logos/shirts/memorabilia Textiles Shape and stitch materials Use cross stitch and back stitch Colour fabric</p> <ul style="list-style-type: none"> • Create weavings |

| Music | Classroom Jazz | Make You Feel My Love | The Fresh Prince of Bel Air | Dancing in the Street | Mamma Mia | Reflect Rewind Replay | | | | | | | | |
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| RE | Creation | Islam- which book speaks the truth? | Incarnation | Salvation | Judaism- what is the significance of the dietary differences in Judaism. | Sikhism- The Guru Granth Sahib- how is it used? | | | | | | | | |
| Computing | <table border="1"> <thead> <tr> <th>Autumn 1 and Autumn 2</th> <th>Spring 1 and Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;"> <p>CODING</p> <p>To understand and import instructions To use coding for controlling objects To use variables for calculations (KS2)</p> <ul style="list-style-type: none"> Set events to control other events by 'broadcasting' information as a trigger Use IF THEN ELSE conditions to control events or objects Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) Use the Reporter operators + () - () * () / () to perform calculations. Pick Random () to () Join () Letter () of () Length of () Mod () This reports the remainder after a division calculation Round () of () to control events or actions. <p>Online Safety - Gaming *Content – inappropriate material and language *Contact - chatting with people they do not know, unwanted contact (bullying). *Conduct – oversharing of information, online reputation, reporting *SMART checklist</p> <p>Possible Curriculum Link – code-breaking in the war</p> </td> <td style="background-color: purple;"> <p>COMMUNICATING</p> <p>To create messages To communicate through APPs and devices</p> <ul style="list-style-type: none"> Use many of the advanced features in order to create high quality, professional or efficient communications. <p>Online Safety - *Content – video chat and webcams, ephemeral or expiring content *Contact – cyberbullying, grooming, online contacts, fake friends *Conduct – online reputation, online harassment, impact on themselves and others *Social Media checklist</p> <p>Possible Curriculum Links – podcast / film on natural disaster</p> </td> <td style="background-color: lightblue;"> <p>COLLECTING</p> <p>To collect and organise data To present data (upper KS2)</p> <ul style="list-style-type: none"> Select appropriate applications to devise, construct data and present data and present it in an effective and professional manner <p>Online Safety - *Content – downloading, inaccurate information, fake news *Contact – people might not be who they say they are going the information, reliability of the website, check 3 sources *Conduct – reliability and responses to online information, impact on others *Critical thinking check list.</p> <p>Possible Curriculum Links – animals and science</p> </td> <td style="background-color: lightgreen;"> <p>CONNECTING</p> <p>To use online platforms appropriately To be safe and responsible To understand e-safety laws</p> <ul style="list-style-type: none"> Understand the effect of online comments and show responsibility and sensitivity when online. 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| P.E. | Netball | Hockey | Tennis | Gymnastics | Football | Athletics | | | | | | | | |
| PSHE | Being me in my world | Celebrating difference | Dreams and goals | Healthy me | Relationships | Changing me | | | | | | | | |
| MFL | My family | | Hungry Caterpillar | | At the Zoo | | | | | | | | | |