

UPPER KEY STAGE 2 CURRICULUM MATRIX

CYCLE B

Bolton-le-Sands Church
of England Primary
School





BOLTON-LE-SANDS CURRICULUM MATRIX

	AUTUMN TERM - DISCOVER	SPRING TERM - EXPLORE	SUMMER TERM - CREATE
THEME	Heroes and Villains	Survival	Faster, Higher, Stronger
ENQUIRY QUESTION	What makes a Hero or Villain?	How can we protect our world?	What is the legacy of the Greeks?
KEY LEARNING	History	Geography	History and the Arts
PHILOSOPHICAL CONCEPTS	Class Society	Change Strength Diversity	Democracy Legacy
KEY TEXTS	Outlaw	Kensuke's Kingdom	The Lightening Thief
AUTHENTIC OUTCOMES	Viking workshop	Eden Project Local projects	Preston Harris Museum

<p>RELIGIOUS EDUCATION</p>	<p>Life as a journey and pilgrimage Give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian Enable pupils to begin to understand the concept of undertaking a religious pilgrimage Investigate the journeys of pilgrimage undertaken by people of other world faiths <i>Use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life</i></p> <p>Christmas – the gospel of Matthew and Luke Give children a Biblical perspective on the nativity story Challenge their ideas and deepen their understanding of the true meaning of Christmas <i>Retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.</i></p>	<p>Exodus – significance in Jewish and Christian history Give pupils a greater understanding of the significance of the Exodus and Passover Introduce pupils to the links between Christianity and Judaism <i>Know and be able to talk about the links between Christianity and Judaism</i></p> <p>Why do Christians celebrate Eucharist? Identify the links between the Passover meal, Last Supper and Eucharist. Develop pupils’ understanding of the Eucharist and the symbolism connected with it. Develop pupils’ understanding of the importance of the Eucharist and why it is celebrated <i>Describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist</i></p> <p>Why do Christians believe Easter is a celebration of victory? Explore the Easter story from the perspective of it being the story of Christ’s triumph and victory over death <i>Retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts</i></p>	<p>Ideas about God. What names do other faiths give to God? Further the children’s understanding of the nature of God, His characteristics and His relationship with people Know God is given many names by Christians and members of non-Christian faiths <i>Ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.</i></p> <p>Exploring the lives of significant women in the Old Testament Widen the children’s knowledge and understanding of the role and significance of women in the Bible and God’s big story To reflect upon the actions of these women and consider what we can learn from their stories Include the story of Esther and the Jewish festival of Purim <i>Know and be able to talk about the links between Christianity and Judaism</i></p>
<p>PSHE</p>	<p>Me and My relationship Learning to collaborate Understand what it is to compromise and negotiate The qualities of friendships Understand what makes a healthy and unhealthy relationship The key aspects of being assertive Recognise how our emotions change The importance of online safety</p> <p>Valuing Difference Being respectful to others</p>	<p>Keeping Myself Safe Understand what habits are Understanding different risks Building up strategies to deal with bullies (face-to-face and online) Understand what a dare is Know what information online is safe and not safe Know that all medicines are drugs but not all drugs are medicines Know how medicines can be harmful and helpful Understand the misperceptions of smoking Identify the risk factors of smoking</p>	<p>Being my Best Know the harmful effects of smoking, drinking and drugs Know the importance of food, water, oxygen, sleep and exercise Know the basic functions of the four systems Identify children’s strengths and talents Know what a community and school community is and suggest ways of improving them Identify people who keep us safe Recognise ways people in the media are portrayed</p>

	<p>Understand discrimination and justice</p> <p>Identify difference groups of people in our community</p> <p>Online safety – images and messages</p> <p>Understand positive and negative behaviours</p>	<p>Rights and responsibilities</p> <p>Discuss different current issues in the media concerning health and well being</p> <p>Know the difference between fact and opinion</p> <p>Define the differences between responsibilities, rights and duties</p> <p>Explain what is voluntary, community and pressure groups</p> <p>State the costs of producing and selling an item</p> <p>Define the terms loans, credit, debt and interest</p> <p>Know about how local councils work, councillors and the local community</p>	<p>First aid – understand some basic rules of first aid and</p> <p>Calling the emergency services</p> <p>Growing and Changing</p> <p>Distinguish between good and bad feelings</p> <p>Identify people we can trust</p> <p>Understand what kinds of touch are acceptable or unacceptable</p> <p>Know the correct words for the external sexual organs</p> <p>Understand what puberty is</p> <p>Know how our body feels when we are nervous or sad</p> <p>Know the difference between a safe and unsafe secret</p> <p>Recognise different ways people bully</p>
HISTORY	<p>Vikings and Anglo-Saxons</p> <p>The struggle for the Kingdom of England:</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p>		<p>Ancient Greeks</p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</p>
GEOGRAPHY	<p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locational knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Locational Knowledge</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography</p>	<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

	Understand why the Vikings settled where they did, names of settlements and how they changed over time	Physical geography, including climate zones and biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
SCIENCE	<p>Reversible and irreversible matter 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 and the action of acid on bicarbonate of soda.</p> <p>Animals including humans Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Evolution and Inheritance 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> <p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Famous Scientists and their contribution to the world Exploring the work of scientists and scientific research</p> <p>Electricity 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>
DESIGN TECHNOLOGY	<p>Mechanisms: To design, build and evaluate a moving car for a super hero. To understand and apply the knowledge and skill in order to make a high quality prototype. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Food and nutrition: To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Materials- textiles: To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p>

			To critique, evaluate and test their ideas and products and the work of others
ART	Drawing: Drawing human figures- <i>linked to superheroes. Take inspiration from existing superheroes and create their own. Use bright colours before replicating the same image but using charcoal.</i> Using charcoal Accurate drawings of whole people- <i>link to The Vikings and Saxons.</i> Understand the effect of light on people from different directions Pop art- Andy Warhol	Painting: Tone, shade, mood Use of texture in colour Use colour to express feelings Colour mixing Printing: Combine prints Design prints <i>Link to Kensuke's Kingdom:</i> <ul style="list-style-type: none"> • 'Take a walk through a picture' – Mount Fuji by Hokusai, • Inspiration in Hokusai's Japanese landscapes: Mount Fuji, seascapes & tsunami, waterfalls, • Using the colour mixing techniques and discussion of Hokusai's approach. 	Form: Plan and develop own 3d sculpture Explore shape, form, model and join Figure drawings developed into 3d form <i>Link to Greeks:</i> <ul style="list-style-type: none"> • Children to create their own Greek God/Goddess before designing their own monument to that God. • Children will design their own Greek monument using an online modelling system.
ENGLISH	Fiction: Stories with historical setting - Outlaw Older Literature – Shakespeare Macbeth Film and Playscript – Shakespeare - Macbeth Non-Fiction: Persuasion or tv/radio broadcast Poetry: Narrative poetry – The Highwayman	Fiction: Stories from other Cultures – Kensuke's Kingdom Flashback and time shift – Kensuke's Kingdom Non-Fiction: Reports- including formal reports Poetry Poetry with imagery	Fiction: Myths and Legends – Greek Legends Novel as a theme – Who let the God's out Non-Fiction: Information booklet - Science Poetry: Narrative poetry

<p>MUSIC</p>	<p>Jazz: Listening and appraising: To listen to a range of Jazz music and appraise</p> <p>Composing and improvising: To compose a short jazz instrumental using a glockenspiel To improvise a rhythm and short melody</p> <p>Practising and Performing: To rehearse and perform a short jazz piece</p> <p>Notation: To use and understand staff and other musical notations</p>	<p>African Music Listening and Appraising To listen with attention to detail of a range of African songs</p> <p>Composing and Improvising To devise rhythmical actions to music Improvise descriptive music To play rhythmic cycles To develop a descriptive composition</p> <p>Practising and Performing To Develop a performance of a musical To Sing a traditional song from Ghana</p>	<p>Ancient Greece A Musical contexts unit Composition, Pentatonic scale, Rhythmic patterns</p> <p>Listening and Appraising To understand how the music fits into the History of Music Pupils explore Triple Time and Rhythms, using the Pentatonic Scale through repeating patterns on a Greek Plate</p> <p>Composing and Improvising Pupils create their own Leitmotif to represent one of the Greek Gods or Goddesses, based on their attributes, features and characteristics before listening to a range of music describing Greek Gods and Goddesses. Using the pentatonic scale</p> <p>Practising and Performing Rehearse and perform Greek motif composition in a solo and ensemble context using a musical instrument Create a written notation of composition</p>
<p>COMPUTING</p>	<p>Digital Literacy - Online safety. Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content including developing an understanding of digital footprints and strong passwords. Understand what acceptable and unacceptable online behaviour is.</p> <p>Information Technology - Digital Art – photo editing Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets.</p>	<p>Computer Science – coding – Scratch maze game Design and write programs using sequence, repetition, selection and variables. Develop greater understanding of how to use selection and repetition in more complex programs. Further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.</p> <p>Information Technology & Digital Literacy - Internet searching – building websites linked to topic about countries around the world. Understand how search engines work. Use strategies to verify the reliability and accuracy of information on the internet and understand</p>	<p>Information Technology - Multimedia – Prezzi Presentations about Ancient Greece. Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets.</p> <p>Computer Science - computer networks Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration. Understand the difference between the internet and internet services.</p>

			<p>what copyright and plagiarism is and how it relates to their work.</p> <p>Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets.</p>			
MATHEMATICS	<p>Year 5</p> <p>Place Value Addition and Subtraction Statistics Geometry – Angles Geometry and Measure</p>	<p>Year 5</p> <p>Multiplication and Division Fractions Multiplication and Area Time</p>	<p>Year 5</p> <p>Place Value, Sequences, Coordinates 2-D Shape, Coordinates, Translation and Reflection Temperature, Mean Calculating with Fractions Multiplication and Division</p>	<p>Year 5</p> <p>Mental and Written Addition and Subtraction Measurement Ratio and Proportion 2-D and 3-D Shape Area, Perimeter and Volume of Shapes Statistics Line Graphs and Pie Charts</p>	<p>Year 5</p> <p>Place Value, Decimals and Fractions Mental and Written Calculation Calculating Fractions Ratio and Proportion Coordinates, Translation and Reflection Algebra and Sequences Measurement Statistics (Mean)</p>	<p>Year 5</p> <p>Measurement Mental and Written Calculation Fractions Place Value Decimals 2-D and 3-D Shape</p>
	<p>Year 6</p> <p>Place Value Algebra and Sequences Addition and Subtraction Multiplication</p>	<p>Year 6</p> <p>Division Fractions, Decimals and Percentages Geometry and Area Statistics</p>	<p>Year 6</p> <p>Place Value, Sequences, Coordinates 2-D Shape, Coordinates, Translation and Reflection Temperature, Mean Calculating with Fractions Multiplication and Division</p>	<p>Year 6</p> <p>Mental and Written Addition and Subtraction Measurement Ratio and Proportion 2-D and 3-D Shape Area, Perimeter and Volume of Shapes Statistics Line Graphs and Pie Charts</p>	<p>Year 6</p> <p>Place Value, Decimals and Fractions Mental and Written Calculation Calculating Fractions Ratio and Proportion Coordinates, Translation and Reflection Algebra and Sequences Measurement Statistics (Mean)</p>	<p>Year 6</p> <p>Measurement Mental and Written Calculation Fractions Place Value Decimals 2-D and 3-D Shape</p>

<p>FRENCH</p>	<p>Eating Healthy To give the names of fruits and vegetables To read and follow instructions for a recipe To understand fruits and vegetables in a simple text</p> <p>This is me, hobbies and fun To understand nouns Describe a fairground ride To present information about my hobbies</p>	<p>My School, my subject Talk all about us- introduce yourself in simple sentences, saying something important about yourself. Explaining how you are feelings School subjects- to name school subjects and give my opinions about them</p> <p>Carnival clowns and clothes To name different parts of clothing To describe clothing using nouns and adjectives</p>	<p>Time in the City Cities – to explore a city in France To give directions and ask for something To understand and give information about a place Shopping – to give prices and nouns for presents To design and describe a Christmas jumper</p> <p>Café Culture and Restaurants To know names of snacks and drinks To create and perform a sketch about a café To know facts about favourite French meals To follow a story about going to a French restaurant</p>
<p>PHYSICAL EDUCATION</p>	<p>Rugby To apply simple attacking and defending tactics when playing a rugby type game.</p> <p>Netball To apply simple attacking and defending tactics when playing a rugby type game.</p> <p>Tag Rugby To apply simple attacking and defending tactics when playing a rugby type game.</p> <p>Dance To perform creations in a sequence decided by them with new performance skills with increased confidence.</p>	<p>Badminton To play the game of badminton incorporating tactics to score points.</p> <p>Dance To link all sequences to complete a complete story dance.</p> <p>Hockey To play a role in a competitive game, selecting attacking tactics when playing a game.</p> <p>OAA Recognise roles played by team members, organising time and resources with their team.</p>	<p>Cricket To apply overarm bowling with accuracy in a game situation. Also, to apply tactics in a modified competitive game.</p> <p>Creative Games To apply simple attacking and defending tactics when playing an invasion type game.</p> <p>Athletics To take part in a range of athletics events, recording times and distances.</p> <p>Striking and Fielding To demonstrate bowling underarm with accuracy. To strike a ball with a bat and use tactics in a rounders type of game.</p>