



Walbottle Village Primary School's Overview of UKS2 Curriculum Coverage



YEAR FIVE			
	Autumn	Spring	Summer
History	Ancient Egyptians	WWII	British Monarchs
Geography	North and South America	Mountains	Rivers
Art	Picasso – painting and printing	Phil Maltz - drawing	Vandeep Kalra – collage and sculpture
Design and Technology	Structures – frame structure	Food – culture and seasonality	Electrical systems – complex circuits and switches
Music	Melody and Harmony in Music Sing and Play in Different Styles	Composing and chords Enjoying Musical Styles	Freedom to Improvise Battle of the Bands!
Computing	Coding	Internet safety Blogs and emails	Data handling Spreadsheets
PSHE	Family an relationships Health and Well-being	Safety and the changing body	Citizenship Economic well-being
RE	Faith Communities Festivals and Celebrations: The importance of Worship The places of worship	World Faiths: Islam- The Five Pillars of Islam The Role of The Mosque	Sacred Writings: Origins and composition of the Bible
PE	Invasion games/ Gymnastics	Dance/ Fundamentals	Striking and fielding/ Athletics
French	Family and Friends	School Life	Food



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<u>YEAR FIVE</u>			
	Autumn	Spring	Summer
History	<p>Ancient Egyptians</p> <p>This term, Year 5 will be learning about the Ancient Egyptians. Throughout the unit, the children will build a chronological understanding of the Ancient Egyptian period and be able to make comparisons with other periods of history. Additionally, they will evaluate the role of a pharaoh and through secondary research they will investigate 'which pharaoh was the fairest of them all?' As well as this, we will look closely at the different Egyptian Gods and consider their influence over Egyptian beliefs. The children will also be working as historians as they will be investigating historical artefacts in order to uncover how the Ancient Egyptians were discovered. Finally, the children will be conducting their own</p>	<p>World War 2</p> <p>The children will identify the most significant cause that influenced the start of world war two. They will also make inferences about historical sources in order to develop an understanding of the Blitz. During the unit, the children will identify how the role of a women changed during ww2; make inferences about what life was like to be an evacuee and explore how political factors influenced world war 2.</p> <p>Key Vocabulary Blitz, evacuees, evacuation, propaganda, political, Adolf Hitler, Winston Churchill. Primary and secondary effects, black out.</p> <p>Key vocabulary: Blitz, evacuees, evacuation, propaganda, political, Adolf</p>	<p>British Monarchs</p> <p>Within this unit, the children will build a chronological understanding of British Monarchy. We will gather information about key British monarchs and make comparisons between different rulers. The children will also consider what criteria is needed in order to be an effective ruler and consider which monarch is the most significant. We will look at how political, social and religious has changed and understand how Monarchs have influenced this throughout British History. Finally, we will explore the benefits and limitations of being part of the role family and understand how traditions have changed over time.</p> <p>Key vocabulary:</p>



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	<p>research in order to find out what life was like to be an Ancient Egyptian and we will then make comparisons to modern day Egypt.</p> <p>Key vocabulary: Ancient, civilisation, dynasty, Pharaoh, pyramid, afterlife, mummification, sarcophagus, papyrus, evaluate, politics, artefacts, archaeologists, gods, goddesses (various).</p>	<p>Hitler, Winston Churchill. Primary and secondary effects, black out.</p>	<p>Monarchy, political, social, religious , economic, laws, power, evidence, enquiry, significance, chronological</p>
<p>Geography</p>	<p>North and South America</p> <p>In this unit, the children will learn how to accurately locate countries within North and South America through developing their understanding of world zones and latitude. They will develop their geography skills by using topographical maps to identify key physical features of the landscape such as mountains, rivers and coasts as well as making comparisons to population density. The children will be deepening their</p>	<p>Mountains</p> <p>In this unit, the children will learn how mountains are formed and they will locate mountain ranges world-wide using a topographical map. Throughout the unit, we will improve our grid referencing skills and interpret OS maps. As well as this, the children will be investigating mountain's climate and environment. Finally the children will explore the effects of tourism on mountain environments.</p>	<p>Rivers</p> <p>Children will identify the key features of a river as well as understanding that a river has a source, mouth and three different sections- the upper, middle and lower course. We will look at the process of erosion and deposition. Using a range of maps, we will locate rivers in the UK. Children will understand that the majority of rivers start near mountains (high altitude due to higher levels of precipitation) and</p>



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	<p>understanding of biomes and climatic zones. Also, we will be looking at the impact of the Great Recession in 2007 on life in America. We will look closely at Brazil in order to understand the impact of poverty as well as come up with solutions to the threats faced by indigenous people.</p> <p>Key vocabulary: World zones, latitude, equator, tropic of cancer, tropic of Capricorn, physical, human, biomes, climate zones, indigenous, political, social, environmental, population density, topographical maps, tourism, recession, poverty, economic, the poverty line, altitude, tundra, alpine, temperate, grassland, tropical rainforest, deciduous forest, polar desert, coniferous forest, savannah.</p>	<p>Key vocabulary: Altitude, topographical features, mountain, climate zones, latitude, economic activity, settlements, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circles, fold, fault block and dome mountains, scale, compass directions, grid referencing, summit, monsoon, valley, snowline, slope, Mount Everest, Mount Snowdown.</p>	<p>end at the sea- be able to link this with the water cycle We will use OS maps to identify key symbols and use grid referencing accurately (6 figure) as well as undertaking fieldwork to measuring the flow of a river, measuring the length of a river bed, drawing sketch maps and labelling a river bed. The children will identify the reasons why a river floods- human and physical Identify effects of flooding – human and physical and evaluate methods of flood defence. Investigate a river in South America Identify human positives and threats of river and Identify the physical positives and negatives of rivers.</p> <p>Key vocabulary: Mouth, Source, Erosion, Deposition, High course, Middle course, Lower course, Meander Field work</p>
Art	Pablo Picasso- painting and printing	Phil Maltz - drawing	Vandeep Kalra – collage and sculpture



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	<p>Children will begin by collecting information about the famous artist Picasso, and present their ideas imaginatively in a sketch book. The children will also experiment with collage, using this to achieve Pablo's effect of distortion and capturing different perspectives in one face. When focussing on collage they will incorporate texture. Also, we will practise layering colour with block printing, increasing accuracy in creating and applying a printing block</p> <p>Key Vocabulary: collage, texture, distort, print, printing block, layer, colour, rough, smooth, accurate,</p>	<p>In this project the children will begin by researching the work of artist Phil Maltz and other famous artists who have produced drawings. They will use a range of mediums to copy and explore the artist's work. The architectural theme of the art work will lend itself to observational drawing, proportions and time will be spent developing drawing and shading skills to represent shadows, reflections and direction of sunlight. The children will use digital photography to develop ideas before creating a final piece.</p> <p>Key Vocabulary: Shade, light, reflection, direction, sketch, shading, cross-hatching, thin and thick line, movement, perspective</p>	<p>The children will learn about Kalra and other famous collage and sculpture artists. They will think about who Kalra is and what she is influenced by. They will collect examples of her work and add to their sketch book. The children will learn about collage techniques, specifically mosaic. They will design an accurate mosaic pattern to add to a clay pot in the style of focus artist. They will learn how to make a thumb pot and coil pot, how slip can help to provide detail and create a pot to be the base for a mosaic</p> <p>Key Vocabulary: Tools, texture, pattern, slip, coil pot, roll, blend, smooth, ceramics, mosaic, pot, vase, clay</p>
<p>Design and Technology</p>	<p>Structures – frame structures</p> <p>The children will begin by experimenting with using straws</p>	<p>Food technology- Seasonality</p> <p>Year 5 will be celebrating culture and seasonality. To begin with,</p>	<p>Electrical systems – complex circuits and switches</p> <p>In this project the children will develop their understanding of</p>



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	<p>in order to create structures. We will look at different ways of reinforcing and creating structures. The children will explore local structures and design their own structure, which represents Walbottle and create a model of it.</p> <p>Key vocabulary: Modelling, evaluating, tension, triangulation, compression, design.</p>	<p>the children will look at seasonality of growing food in the UK. By looking at the foods available for each season, the children will design a soup for each different season of the year. They will then practise their cooking skills by writing their own recipe and then making their chosen soup. Afterwards, they will evaluate the cooking process and consider how their recipes could be altered and improved. Finally, they will look at dishes from around the world. They will taste test traditional dishes and evaluate them, depicting their ingredients and deciding where they originate from.</p> <p>Key vocabulary: Savoury, summer, spring, winter, autumn, seasonality, availability, importing and exporting, vegetables, herbs, seasoning, cut, simmer, boil</p>	<p>circuits and switches. They will conduct research into a range of every day device which use complex circuits and switches in order to function. The children will then recap on their understanding of circuits before working in teams to plan and create an electronic game control, using makey makey hardware and scratch programming software. The children will then evaluate the building process and consider what they could do in order to make improvement to the design.</p> <p>Key vocabulary: Series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart, algorithm,</p>
<p>Music</p>	<p>Melody and Harmony in Music</p>	<p>Composing and chords</p>	<p>Freedom to Improvise</p>



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	<p>A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?</p> <p>Key vocabulary: Melody, harmony, notes, composers, instruments, voices.</p> <p>Sing and Play in Different Styles Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast</p>	<p>If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p> <p>Key vocabulary: Pitch, chords, composition</p> <p>Enjoying Musical Styles There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different</p>	<p>Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>Key vocabulary: Improvise, interval, notes, stepping motion, skipping motion</p> <p>Battle of the Bands! Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about</p>
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	<p>or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p> <p>Key vocabulary: Sing, play, tempo, speed, beat</p>	<p>textures. Explore how voices and instruments combine to create texture in music.</p> <p>Key vocabulary: Texture, layers, sound, instruments, styles, combine</p>	<p>your audience and what they would like to see and hear. Don't forget to use the simple band parts.</p> <p>Key vocabulary: Audience, performance, confidence</p>
<p>Computing</p>	<p>Coding: Speed, direction and coordinates/numbers and stimulations</p> <p>In this unit, the children learn how computers use numbers to represent things such as speed and location. The children will explore setting precise values in code in order to change the speed of an object. They will design and create their own digital games through the use of coordinates. Finally, they will focus on debugging in order to fix mistakes in a variety of programs. The children will also be learning how to code through online tasks. They will gain a</p>	<p>Internet safety</p> <p>The children will learn about using the internet safely. This will include learning about spam, secure passwords, photo editing and considering scenarios and what we can do to stay safe.</p> <p>Key vocabulary: Spam, passwords, security, safety</p> <p>Blogs and emails</p> <p>The children will be learning about the ways in which we use technology to communicate. They will be creating their own blog</p>	<p>Data handling</p> <p>We will explore data bases and binary code. The children will research the mars rover before designing their own data collection machine considering how data is transferred.</p> <p>Key vocabulary: Data base, transfer, record, collection, binary code</p> <p>Spreadsheets</p> <p>In this unit, the children will develop their understanding of spreadsheets and how they can be used. They will learn new skills such as formatting and</p>



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	<p>deeper understanding of how to sequence algorithms. Controlling the speed and direction off different objects.</p> <p>Key vocabulary: Code, speed, digital, coordinates, programs, direction, change, alter</p>	<p>for our school website through the use of communication and collaboration with their peers.</p> <p>Key vocabulary: Blogs, communication, develop, create, technology, website</p>	<p>entering specific formulas as well as investigative skills when using the spreadsheet to solve specific problems. Furthermore the children will be given an open-ended task to design their own spreadsheet, with ideas and direction provided for particular purposes.</p> <p>Key vocabulary: Cells, text, formula, functions, total, product, spreadsheets, data</p>
<p>PSHE</p>	<p>Family and relationships</p> <p>In this unit, the children will develop an understanding of families, including marriage and what to do if someone feels unsafe in their family. Children will find out that issues can strengthen a friendship and explore the impact of bullying and what influences a bully's behaviour. They will learn to appreciate their own and each other's attributes.</p> <p>Key vocabulary:</p>	<p>Safety and the changing body</p> <p>In their third PSHE unit, the children will explore the emotional and physical changes of puberty. Additionally, they will continue to learn about online safety, influence and strategies they can use in order to overcome potential dangers. Lastly, the children will know how to administer first aid to someone who is bleeding.</p> <p>Key vocabulary:</p>	<p>Citizenship</p> <p>In this unit, Year 5 will be introduced to the justice system. They will learn how parliament works and explore the role of pressure groups. Moreover, they will increase their knowledge around rights and responsibilities of themselves and others. They will then look at the impact of energy on the planet and how they can contribute to the community.</p> <p>Key vocabulary:</p>



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	<p>Marriage, commitment, safety, influences, conflict, bullying, anti-bullying, appreciation, attributes</p> <p>Health and well-being</p> <p>In this unit, the children will learn to take a greater responsibility for their own sleep, sun safety, healthy eating and managing their feelings. They will set goals and also learn to embrace failure. Furthermore, the children will have an understanding of the importance of rest and relaxation.</p> <p>Key vocabulary: Responsibility, recognition, diet, exercise, self-care, embrace, growth mind-set, relaxation, strategy, technique</p>	<p>Puberty, emotions, menstruation, physical, dangers, first aid, administration</p>	<p>Justice system, parliament, rights, law prejudice, discrimination, contribution, careers</p> <p>Economic well-being In this unit, the children will develop an understanding about income and expenditure, borrowing and risks with money. Additionally, they will learn how to make priorities. Finally, they will find out about stereotypes in the workplace.</p> <p>Key vocabulary: Borrowing, income, expenditure, risks, prioritising, stereotypes, workplace</p>
<p>RE</p>	<p>Faith Communities Festivals and Celebrations: The importance of Worship The places of worship</p>	<p>World Faiths: Islam- The Five Pillars of Islam The Role of The Mosque</p>	<p>Sacred Writings: Origins and composition of the Bible</p>



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	<p>In this unit, the children will study the key features of worship and what worship means to believers. They will explore the place and importance of prayer in worship for faith communities and individuals. They will learn about the importance of community and how faith communities express their beliefs and commitments through worship.</p> <p>Key vocabulary: Communion, prayer, meditation, hymn, sermon, worship</p>	<p>This unit outlines the key beliefs and practices in Islam, emphasising current practice in addition to providing children with opportunities to learn about the historical foundation of the religion. The children will learn to retell the story of the origins of the Qur'an recognising its significance, and understand the role and importance of the final messenger – the prophet Muhammad; understand and recount what is involved in acts of worship. They will identify that Muslims believe in one God, Allah, and that the prophet Muhammad is his final messenger. They will identify the principal beliefs, ideas and teachings of Islam; recognise the significance to believers of acts of worship; compare and contrast these features with those shared by different religions.</p> <p>Children learn about the mosque and the role it plays in the Muslim community, reflecting on what is involved in belonging to</p>	<p>This unit is designed to give children some insight into the developments of the Bible, setting it in historical and literary context. By the end of the unit the children will know that the Bible is a collection of varied writings compiled over millennia, each with its own distinctive characteristics; know that the Bible is the world's best-selling book; understand the basic chronology of the Bible; reflect on the nature of truth</p> <p>Key vocabulary: codex, manuscript, synoptic, Pentateuch, Old Testament, New Testament, Greek, Hebrew</p>
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		<p>a community. They develop their understanding of how religious beliefs are expressed in practice by studying how worship takes place in the mosque. They build on earlier work on expressing faith and on previous experiences of visiting religious buildings.</p> <p>Key vocabulary: Mosque, Muslim, religious belief, religious practise, community</p>	
<p>PE</p> <p><i>See separate PE overview</i></p>	<p>Invasion games & Gymnastics</p>	<p>Dance & Fundamentals</p>	<p>Striking and fielding & Athletics</p>
<p>French</p>	<p>Family and friends</p> <p>In this unit, our class will apply their previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understating of descriptive</p>	<p>School Life</p> <p>This 'School Life' unit will teach key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. The children will learn questions and answers which they would use at</p>	<p>Food</p> <p>The children will learn key vocabulary for food and drink. They will learn how to say their favourite drinks and breakfast items. They will learn how to order food from a restaurant and opening and closing times of shops.</p>



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	<p>language, include subjective descriptions. The children will learn how French adjectives must 'agree' with the noun they describe in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail.</p> <p>Key vocabulary: La famille, le fils, la fille, le mari, la femme, les enfants, une ferme, une maison, un apartment, petit/petite, grand/grande, belle/beau</p>	<p>school. They will learn key phrases connected to the themes.</p> <p>Key vocabulary: La porte, la fenetre, la table, la chaise, l'ordinateur, l'armoire, ou est?, ou sont?, la trousse, le crayond, le style, sous, vrai, faux, le francais, l'anglais, les sciences, les maths, la musique, l'histoire,, la geographie, le design, l'informatique</p>	<p>Key vocabulary: J'aime manger, j'ai soif, l'eau, une tasse, ferme, ouvert, le pain, les viands, les boissons, les boussons chaudes, les boissons fraiches, le the, le café, une bouteille, les sandwich, la nourriture, les legumes, le petit dejeuner.</p>
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YEAR SIX			
	Autumn	Spring	Summer
History	Ancient Greeks	Kingdom of Benin	The railways
Geography	Earthquakes and volcanoes	Where in the world is Russia?	Where in the world is Russia?
Art	Vincent Van Gogh – drawing and painting	Neil Dawson – sculpture and collage	Self-led project
Design and Technology	Textiles – making an advent calendar	Mechanical systems – gears, cams and pulleys - cars	Electrical systems – simple programming and control
Music	Music and Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	Improvising with Confidence Farewell Tour
Computing	Complex variables	Multimedia and word processing Online safety	Film-making
PSHE	Family and relationships Health and Well-being	Safety and the changing body	Citizenship Economic well-being
RE	World Faiths: Islam- Muhammad The Qur'an	Beliefs and Practice Talking About God: The influence of faith on believers God as a spirit	Religious Teachers: People's perspectives and impressions of Jesus
PE	Invasion games/ Gymnastics	Dance/ Fundamentals	Striking and fielding/ Athletics
French	Let's go shopping	A French Town	All in a day



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YEAR SIX			
	Autumn	Spring	Summer
History	<p>How did the Kingdom of Benin in West Africa compare to British history at that time?</p> <p>In this unit, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history by learning about some key events in African history and how the kingdom of Benin formed. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin. We will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art. Through our learning we will construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in</p>	<p>What were the main achievements of the Ancient Greeks on the western world?</p> <p>In this unit, children will learn where and when the Ancient Greek civilisation existed. They will learn about the significant events from the history of Ancient Greece and how the empire was established and maintained, focussing on the impact this had on the western world. Through the study of different historical sources, we will learn more about ruling systems, religious beliefs and wars.</p> <p>Key vocabulary: Contrast, cause, effect, significant, period, influence, war, source, civilisation, beliefs, government, oligarchy, monarchy, democracy, lifestyle, chronology, democratic, empire.</p>	<p>The Rocket and Puffing Billy</p> <p>In this unit the children will explore the introduction of the railways, the impact this had on a local level and on a national level. Local significant figures George Stephenson and William Hedley will be the focus of this unit. Through this unit the children will, describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel. They will learn who William Hedley was and how he is related to our local area and will know who George Stephenson was, why he is significant and how he is related to our local area. They will gain understanding of how the steam railway developed in the North East and understand why the railways were so</p>



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	<p>African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180). This unit will help us understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.</p> <p>Key vocabulary: African history, Kingdom of Benin, compare, contrasts, connections, trends, religion, change, cause, similarity, differences, significance, Eweka, Oba, sources, civilisation, culture, empire.</p>		<p>successful, considering the benefits this had on life in Britain. Finally, they will consider the consequences of the rise of tourism caused by railway development on the North East.</p> <p>Key vocabulary: North East, significance, local, national, impact, figures, coastal, railways, locomotive, benefits, consequences, social, political, economic, tourism, mining, trades, invention, William Hedley, George Stephenson</p>
<p>Geography</p>	<p>Earthquakes and volcanoes</p> <p>In this unit, children will describe and understand the key aspects of physical geography when studying volcanoes and earthquakes. They will learn about tectonic plates in depth investigating how the movement of these has affected our earth.</p>	<p>Where in the World is Russia?</p> <p>In this unit, children will build on their understanding of Europe and other continents. They will locate the World's countries, using maps to focus on Russia concentrating on their environmental regions, key physical</p>	<p>Where in the world is Russia?</p> <p>In the second part of this unit, the children will develop their learning on trade including economy before looking closely at the distribution and use of natural resources across Russia</p>



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	<p>Furthermore, they will learn the physical process of how earthquakes and volcanoes are created looking closely at the different plate boundaries. They will use maps, atlases, globes and digital/computer mapping to locate major earthquakes and volcanoes, deepening their knowledge on the Pacific ring of fire. Additionally, Year 6 will study the primary and secondary effects of both earthquakes and volcanoes before exploring the positive and negative effects, learning how these can have social, economic and environmental effects on a country instantly and over time.</p> <p>Key vocabulary: Physical, active, dormant, volcano, earthquake, continent, country, city, process, economic, cause, effect, primary, secondary, natural disaster, consequence, tourism, growth, Mount Vesuvius.</p>	<p>and human characteristics, countries and major cities. They will learn more about time zones across Europe and recap knowledge of the Prime/Greenwich Meridian. During this topic, the children will understand geographical similarities and differences through the study of human and physical geography in a region within Russia.</p> <p>Key vocabulary: Russia, Europe, Asia, Ural Mountain range, Moscow, population, currency, inhabited lands, Russian Federation, boundaries, bordering countries, Virgin Mary, Saint Basil's Cathedral, continental climate, time zone, Moscow Standard time, Greenwich Mean Time, Petropavlovsk Kamchatskit standard time, Magadan Standard time, Sakhaline Standard time, Vladivostok Standard Time, Yakutsk Standard Time, Irkutsk Standard time, Novosibirsk Standard time, Samara Standard time, Easter Europe Standard Time, rural living, urban living, human features, physical features, Ob river, Yenisei River, Artic Ocean, Lena River, Arctic Circle, Sea of Okhotsk, Baikal Lake,</p>	<p>whilst making links and connections with other countries. Moreover, they will strengthen their understanding of human and physical geography whilst further developing their geographical skills.</p> <p>Key vocabulary: Trade, economy, distribution, resources, connections, compare and contrast, physical geography.</p>
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		Nobosibirsk, Volga River, Caucasus Mountains, Mount Elbrus, St Petersburg, Lodoga Lake, Biomes, alpine, polar, grassland, tundra, deciduous, coniferous forest.	
Art	<p>Vincent Van Gogh - drawing and painting</p> <p>In this unit, we will develop skills in drawing with one-point perspective. We will focus on 'The Bedroom' by Van Gogh. Skills in ideas and artists will be developed as we comment on artwork by Van Gogh and develop visual language. Our personal style of painting will be developed as we use artists to gain ideas. We will use a range of mediums but will focus mostly on acrylic paints to create visually interesting pieces which are in a realistic, fine art style.</p> <p>Key vocabulary: Perspective, influence, experience, visual language, paint, mix, colour, blend, tone, shade, lighter, darker, style, brush, thick, thin, wash</p>	<p>Neil Dawson – sculpture and collage</p> <p>In this unit, Year 6 will create a piece inspired by Neil Dawson's work. After evaluating his work, they will use wire to create their main part of the sculpture and clay (use of tools to create texture) to create the base, stand and hill to hold the sculpture up. Furthermore, they will create a back drop to their sculpture using collage.</p> <p>Key vocabulary: Sculpture, collage, wire, clay, shape, mould, structure, background, colour, rip, create, design, stick, apply, effect, abstract</p>	<p>Self-led project</p> <p>The children will decide upon the art form that they wish to create (one or two from painting, drawing, sculpture, collage or printing). They will research into artists who have worked with that art form. They will research into the skills of that type of art form. They will design their own piece and plan what they will need. They will produce and evaluate a piece in their chosen form.</p> <p>Key vocabulary Sculpture, collage, wire, clay, shape, mould, structure, Perspective, influence, experience, visual language, paint, sketch, tertiary, secondary, mix, clay, collage, sculpture, artist,</p>



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			research, facts, influences, design,
Design and Technology	<p>Textiles – combining different fabric shapes</p> <p>In this unit, we will create fabric advent calendars (a 3-d textile product made with pattern pieces and different shapes/fabrics). Children will further their basic stitching, joining and finishing techniques. Designing skills will be developed as we: generate ideas, by carrying out research; design purposeful functional and appealing products for an intended user and fit a design specification; and develop and communicate these ideas. Making skills will be furthered as the children: produce lists of equipment, formulate plans and use a range of tools and equipment to create the product. Finally, we will evaluate products by: investigating and analysing products linked to final product; comparing final products to the design specification; test products and self and peer review final products to evaluate design, manufacture, functionality and fitness for purpose.</p>	<p>Mechanical systems - Pulleys gears and cams- cars with computer aided design</p> <p>In this unit, in the context of making a car, we will build on knowledge of axles and wheels and understanding of electrical circuits, switches and components. We will use knowledge of strengthening and stiffening structures and using a range materials. Ideas will be generated through research and design specifications will be used to guide thinking. Designs will be communicated through discussions and drawings. Making the product will involve planning the tools and materials needed through a step-by step plan and allocating tasks within a team. This will enable children to use equipment and tools to create a finished product that will be evaluated using self and peer evaluation. The original design specification will be considered as well as investigations to famous car production companies relevant to the project. By the end of the</p>	<p>Mechanical systems – monitoring and control</p> <p>In this unit, the children will discuss a range of relevant products (such as nightlights, garden lights, alarm systems, security lighting, electronic moneyboxes) that respond to changes in the environment using a computer control program. Furthermore, they will investigate sensors such as light dependent resistors (LDRs) and a range of switches such as push-to-make, push-to-break, toggle, micro and reed switches. Using a model circuit, they will practise using different input and output devices as well as methods for making secure electrical connections. Drawing on science understanding, the children will explore a range of electrical systems that could be used to control their products, including</p>



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	<p>Key vocabulary: Textile, pattern, shape, inspire, functional, purposeful, design specification,</p>	<p>unit, children will understand that mechanical and electrical systems have an input, process and an output. They will know how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Key vocabulary: Axles, wheels, gears, pulleys, mechanical, circuit, switches, components, structure, design, specification, product, analysis, input, output.</p>	<p>a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.</p> <p>Key vocabulary: Control, variables, order, input, output, circuit, switches, connections, electrical systems, sources.</p>
<p>Music</p>	<p>Music and Technology Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance</p>	<p>Creative Composition By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever</p> <p>Key vocabulary:</p>	<p>Improvising with Confidence You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph</p>



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	<p>your musical journey and inspire your creativity.</p> <p>Key vocabulary: DAW, digital, live, production</p> <p>Developing Ensemble Skills You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting.</p> <p>Key vocabulary: Dynamics. Expression, crescendo, loud, soft, decrescendo</p>	<p>Chords, listen, respond, composition</p> <p>Musical Styles Connect Us Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> <p>Key vocabulary: Dance, sing, play, connect</p>	<p>is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p>Key vocabulary: Phrase, melody, dynamics, crescendo, diminuendo</p> <p>Farewell Tour This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p> <p>Key vocabulary: Song, band, perform.</p>
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<p>Computing</p>	<p>Espresso coding: Complex variables</p> <p>After recapping their learning on Espresso from previous years, the class will be expanding their learning all around variables in order to use them in more complex ways and manipulate inputs to create useful outputs. Additionally, they will use variables make changes and codes. Furthermore, deepening their knowledge of these will allow them to combine variables in order to enhance the difficulty of a game.</p> <p>During this, they will learn more about computers using property values and parameters to store information about objects building on their learning of more complex variables.</p> <p>Key vocabulary: Manipulate, inputs outputs, variables, combine, alter, change, compare and contrast, values, parameters.</p>	<p>Multimedia and word processing</p> <p>During this unit the children will be learning how to select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. They will be enhancing their skills learning how to plan for the structure and layout of a presentation and evaluate and select suitable information and media from a range of electronic resources. Through peer assessment and self-evaluation, they will be able to make suitable improvements to their own presentations before improving their word processing skills.</p> <p>Key vocabulary: Software, digital, device, data, power point, hyperlink, media, electronic, word processing</p> <p>Online safety:</p> <p>In this unit about online safety, children will be taking a more in depth</p>	<p>Film – making</p> <p>In their next unit, the children will explore various aspects of film-making. In doing so, they must choose and use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing. As well as using digital devices for recording (video camera or tablet), Year 6 will work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the process with use of video editing software such as Windows Movie Maker.</p> <p>Key vocabulary: Property values, parameters, storing, variables, stimulation, coordinates, script, film, digital, software, device, production, editing, process, websites, record, import, files, reliable, information, angle, shot, refine, preview.</p>
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		<p>look at a variety of online safety issues, most of which they will have been familiarized with in previous years. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous.</p> <p>Key vocabulary: Internet, media, safety, stereotypes, behaviour, situations, positive, negative, concerning, dangerous, responsibility.</p>	
<p>PSHE</p>	<p>Family and Relationships</p> <p>In this unit, the children will learn to resolve conflict, through negotiation and compromise. Additionally, they will find more out about respect, understanding that everyone deserves to be respected and about grief.</p> <p>Key vocabulary: Respect, conflict, change, loss, stereotypes, negotiation, resolution, grief</p>	<p>Safety and the changing body</p> <p>In this unit, the children will learn about the reliability of online information. Furthermore, they will understand the changes experienced during puberty. The children will find out the risks associated with alcohol and they will know how to administer first aid to someone who is choking or unresponsive.</p> <p>Key vocabulary:</p>	<p>Citizenship</p> <p>In this unit, the children will learn about human rights, food choices and the environment. They will also find out about caring for others, recognising discrimination, valuing diversity and national democracy.</p> <p>Key vocabulary:</p>



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	<p>Health and well-being</p> <p>In their second PSHE unit, the children will learn about diet, oral hygiene, physical activity and the facts around immunisation. They will explore rest and relaxation and how they affect our physical and mental health. Additionally, they will find strategies for being resilient in challenging situations before learning how to plan for long-term goals.</p> <p>Key vocabulary: Mindfulness, technology, resilience, physical and mental health, immunisation, habits</p>	<p>Social media, physical, mental, puberty, menstruation</p>	<p>Diversity, pressure, choices, parliament, national, democracy, discrimination</p> <p>Economic well-being</p> <p>In this unit, the children will develop their understanding of money by explore attitudes towards money and how to keep money safe. They will then look at career paths and the variety of different jobs available.</p> <p>Key vocabulary: Attitudes, safety, responsibilities, stereotypes, gambling, careers</p> <p>Identity</p> <p>In this short unit, the children will find out about the theme of personal identity and body image. They will learn that images can be manipulated by the professional media.</p> <p>Key vocabulary: Identity, media, body image, pressure, personal</p>
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<p>RE</p>	<p>World Faiths: Islam- Muhammad The Qur'an</p> <p>In this unit, the children will learn about the life and teachings of Muhammad and develop their understanding of why he is significant for Muslims. They will explore the idea of role models and how Muhammad provides a role model for Muslims before discovering the concepts of revelation and religious experience, including the importance of quiet contemplation. Furthermore, this unit will enable children to deepen their knowledge and understanding of the Qur'an and appreciate its significance for Muslims.</p> <p>Key vocabulary: Holy, sacred, angel, prophet, Islam, fasting, Ramadan, Allah, religion, blasphemy, mystery, compassionate, merciful</p>	<p>Beliefs and Practice Talking About God: The influence of faith on believers God as a spirit</p> <p>In this unit, the children will be gaining knowledge and understanding about the influence of religious teaching on the behaviour and actions of believers. They will develop their understanding that Christians base their behaviour on the teaching of Jesus and the guidance of the church. Furthermore, they will build upon their understanding of the link between their own attitudes, behaviour and religious values by developing their ability to ask questions about the bases for moral choices and decisions, and how religious values might offer a basis for morality. In order to strengthen their knowledge and understanding further, the children will then move on to explore abstract and spiritual concepts of God, considering some of the ways Christians believe God is revealed in the world. We will explore the qualities of Allah for Muslims and compare these with</p>	<p>Religious Teachers: People's perspectives and impressions of Jesus</p> <p>This unit explores a variety of perspectives on who and what sort of person Jesus was, including those of his enemies and himself. The children will look at some of the symbolic language Jesus used about himself and at some of his words and actions, which outraged his enemies and eventually led to his crucifixion. Children will reflect on their own impression of Jesus and evaluate the work they have done in this unit.</p> <p>Key vocabulary: Religion, belief, God, Christianity, Jesus, disciples, crucifixion</p>
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		<p>Christian beliefs with the nature and character of God. Studying the story of Abraham as an example of a response of faith to an encounter with 'the holy,' the children will reflect on how their own beliefs about and understandings of God might have changed following the work covered in this unit.</p> <p>Key vocabulary: Religion, God, spirit, mystery, Islam, Allah, moral choices, Christianity, Bible, New Testament, believe, love, neighbour, forgiveness, parable, symbol, meaning.</p>	
<p>PE</p> <p>See separate PE overview</p>	Invasion games/ Gymnastics	Dance/ Fundamentals	Striking and fielding/ Athletics
<p>French</p>	<p>Let's go shopping!</p> <p>In this 'Let's Go Shopping' unit your class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the</p>	<p>Let's visit a French town.</p> <p>In this 'Let's Visit a French Town' unit, the children will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and</p>	<p>All in a day</p> <p>In this unit the class will learn how to tell the time to 5 minute intervals in French. They learn how to use 24 hour times and the</p>



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	<p>colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.</p> <p>Key vocabulary: Bonjour, madame, monsieur, mademoiselle, Ça va, comment allez-vous, merci, et toi, Je voudrais, C'est combien, salut, Au revoir.</p>	<p>numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable.</p> <p>Key vocabulary: Word class, greetings, food, numbers, clothes, money, positional language.</p>	<p>way in which the French represent a.m. and p.m. times. The children use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned.</p> <p>Key vocabulary: O'clock, half past, quarter past, quarter to, morning, afternoon, 5 minute intervals, 24 hours, arrival, departure, timetable.</p>
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