

SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **Upper Key Stage 2** AT BROADWAS CE PRIMARY SCHOOL

(The children will cover all of the statements from Year 5 and Year 6 over the 2 curriculum cycles)

Care of our Environment	Culture and Diversity	Creativity and Innovation	Economy and Power
HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
- Draw a timeline with different historical periods showing key historical events or lives of significant people including key leaders and key figures from around the world. - Compare two or more significant figures from historical periods; explaining things which changed and things which stayed the same and who is more significant and why. - Test out hypothesis to answer questions. - Investigate significant events from WW2 and the impact this has had on British society. - Investigate Viking invaders, why they invaded Britain and the impact this had on our society now and in the past. - Identify and explain propaganda.	- Explain why many Innsbruck is situated on or where it is and what the significant human and physical features are around it. - Describe the physical and human geographical features of the Alps and the similarities and differences with other areas they have studied, especially Worcester. - Explain why and how population changes over time and the reasons for this. - Name and locate many of the world's most famous mountainous regions in an atlas. - Investigate and examine how we gain energy in this country and in a comparison country. - Explain the climate issues that are affecting our own environment and that of other environments around the world.	- Identify and draw objects and use marks and lines to produce texture. - Use shading to create mood and feeling. - Organise line, tone, shape and colour to represent figures and forms in movement. - Use shading to create mood and feeling. - Express emotion in my art. - Investigate sculpture and create examples using a variety of different materials and tools. - Create art by using images which I have created, scanned/found; altering where necessary. - I can research the work of an artist and use their work to replicate a style	- Come up with range of ideas after collecting information from different sources. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. - Produce a detailed, step-by-step plan. - Suggest alternative plans; outlining the positive features and draw backs. - Explain how a product will appeal to a specific audience. - Evaluate a range of existing products. - Evaluate appearance and function against original criteria. - Use a range of tools and equipment competently and accurately. - Suggest how we can strengthen products. - Make a prototype before make final version. - Apply a healthy and varied diet. - Be both hygienic and safe in the kitchen.
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
EARTH AND SPACE: How does the Earth fit into our Solar System? - Describe the movement of the Earth, and other planets, relative to the sun. - Describe the movement of the Moon relative to the Earth. - Use the idea of Earth's rotation to describe day and night. EVOLUTION AND INHERITANCE: How have living things evolved over time and what is inheritance?	READING	WRITING	MATHS

- How things have changed over time – fossils - Animals & plants adapt to environment LIVINGS THINGS: How do different living things reproduce? - Living things produce offspring that vary - Explore the lifecycles of plants, mammals, birds and insects and compare methods MATERIALS: Mixtures and Separation - How can we separate materials? - Explore different types of mixtures - Find the correct way to separate them STATES OF MATTER: How can we change the properties of materials? - Compare and group solids, liquids & gases. Change of state – materials heated & cooled Evaporation & condensation – water cycle	- Apply knowledge of root words, prefixes, suffixes to read aloud & understand the meaning of unfamiliar words. - Familiar with and can talk about a wide range of books and text types. - Summarise main points of an argument or discussion within their reading. - Compare between two texts. - Appreciate that people use bias in persuasive writing. - Appreciate that two people may have a different view on the same event. - Draw inferences and justify with evidence from the text. - Vary voice for direct or indirect speech. - Use more than one source when carrying out research - Create a set of notes to summarise what has been said.	- Use range of sentence openers - add phrases to make sentences more precise & detailed. - Begin to adapt sentence structure to text type - Use pronouns to avoid repetition. - Indicate degrees of possibility, using adverbs (e.g. perhaps, surely), or modal verbs (e.g. might, should, will). - Use the following to indicate parenthesis – brackets, dashes, comma. - Use commas to clarify meaning. - Link clauses in sentences using a range of subordinating & co-ordinating conjunctions. - Use verb phrases to create subtle differences (e.g. she began to run). - Consistently organise into paragraphs & link ideas across paragraphs using adverbials of time, place & number. - Write legibly, fluently and with increasing speed.	- Count forward/ backwards in steps of power of 10 for any given number up to 1,000,000. - Recognise/use thousandths & relate then to tenths, hundredths & decimals equivalents. - Recognise mixed numbers and improper fractions & convert from one to the other. - Read and write decimal numbers as fractions, and round decimals with 2dp to nearest whole number. - Recognise % symbol and write percentages as a fraction and as a decimal fraction. - Multiply and divide numbers mentally drawing on known facts up to 12 x 12. - Read Roman numerals to 1000. - Recognise & use square and cube numbers. - Multiply & divide whole numbers and those involving decimals by 10, 100 and 1000. - Estimate/ compare acute, obtuse and reflex angles, draw a measure them in degrees.
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 5 / 6 Cycle A

WORLD WAR 2	ALPS	VIKINGS	POPULATION CHANGE	GREAT LEADERS?	OCEANS
How have these people influenced the world we live in today? - Why did Britain go to war in 1939? - Explore the Battle of Britain and how it affected the war - Review sources to find out about The Blitz - Investigate sources to find out about evacuation - How did women's lives change because of WW2? - Why did migration happen after WW2?	What is life like in the Alps? - Investigate the Human and Physical features of Innsbruck in the Alps - Compare these to Human and Physical features in our own locality - Locate the Alps on maps - Explore why people visit the Alps - Explain what you think life is like (both in terms of physical and human geography) in the Alps	Were the Viking Raiders ? - When and why did the Vikings come to Britain? - Were they traders or something else? - Why did the Vikings leave Britain and what was their legacy? - What do the Viking sagas tell us about them? - What legacy did the Vikings have on the world? - Infer information from evidence - Sequence events and significant figures	Why does the population change? - Look at densely and sparsely populated areas of the world and explain why - Look at population increase including birth and death rates - Look at migration and track routes on OS maps - Investigate the effect of climate change on global populations - How does the population impact in the environment?	Who should go on a £10 note? - Make inferences about historical figures - Use criteria to decide if someone is significant to be on a £10 note - Investigate those who are already on £10 and why - Investigate historical figures Alfred the Great, Elizabeth 1st, Elen Wilkinson, Betty Boothroyd, Edward Elgar, Lily Parr and Betty Snowball	Why do oceans matter? - How do we as humans use the ocean and recap on the Water Cycle - Investigate the Great Barrier Reef - How do humans impact in the oceans of the world? - Use data to explain their thinking and discussion points - Use tally charts and pie charts to explain their thinking - How can we improve marine conditions?

Economy and Power Creativity and Innovation Culture and Diversity	Culture and Diversity Economy and Power Care of our Environment	Economy and Power Creativity and Innovation Culture and Diversity	Economy and Power Creativity and Innovation Care of our Environment	Debate and convince who should be on the £10 notes. Economy and Power Creativity and Innovation Culture and Diversity	How littered is our marine life? Care of our Environment Economy and Power
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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	FUNDAMENTAL MOVEMENT SKILLS	HISTORY	GEOGRAPHY	Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary.
- Play and perform in solo and ensemble context. - Improvise within a group using melodic and rhythmic phrases. - Sing and play percussion in a group piece with changes in tempo and dynamics. - Sing with attention to accuracy in rhythm, pitch and dynamics. - Control short, loud sounds on a variety of instruments. - Develop accompaniments using ostinato and invent rhythms on untuned percussion instruments. - Change sounds or organise them differently to change the effect. - Compose music which meets specific criteria. - Read and use notation to record group pitches/chords - Evaluate and refine compositions. - Describe, compare and evaluate music using musical vocabulary. - Rehearse, improve and analyse and ensemble performance. - Learn and explore techniques used in movies.. - Contrast the work of a famous composer and explain my preferences.	- Develop and apply ball skills and reactions and response via focused skill development, healthy competition, modified/non-traditional games and sports - Develop and apply their stance and footwork via focused skill development, healthy competition, modified/non-traditional games and sports - Develop and apply their jumping and landing and one leg balance via focused skill development, healthy competition, modified/non-traditional games and sports - Development of rugby, golf, netball, dodgeball, tennis and rounders GYMNASTICS - Develop and apply all gym skills on the floor, through partner work and large apparatus via focused skill development, sequence creation and games DANCE - Develop skills during an Earth and space dance unit. OTHER TOPICS - Development of athletics, swimming and OAA skills.	WORLD WAR 2: 1939 -45, Winston Churchill, Adlof Hitler, recruitment, trenches, warfare & weaponry, tank, gas, battleships, munition factories, propaganda, poppy fields, peace, surrender GREAT LEADERS: Famous, infamous, political, religious, sport, arts and culture, President, Monarch, Winston Churchill, Martin Luther King, VIKINGS: exchange, trade route	ALPS: atlas, climate, climate, change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height Latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate, forest, tourism, tourist, vegetation : River, ford, crossing point, communication, port, transport, R. Thames, Romans, population, demographics, urban, POPULATION CHANGE: air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely, populated, digital technologies, fossil	
LANGUAGES (MFL)	VALUES			PSHE

SPOKEN LANGUAGE: - Hold a simple conversation with at least 4 exchanges. - Use my knowledge of grammar to speak correctly. READING: - I can understand a short story or factual text and note the main points. - I can use the context to work out unfamiliar words. WRITING: - I can write a paragraph of 4-5 sentences. - I can substitute words and phrases.	BUILDING LEARNING POWER VALUES - Resourcefulness - Resilience - Reciprocity - Reflectiveness SCHOOL VALUES: - Love - Respect - Friendship - Creativity - Truthfulness - Forgiveness	fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary ENERGY: biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference	Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital Me and My Relationships Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication Valuing Difference Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone Keeping Myself Safe 'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision Dilemmas
RELIGIOUS EDUCATION CHRISTIANITY - What does it mean if Christians believe God is Holy and Loving? - For Christians, what kind of King is Jesus? U2.3 Jesus The Messiah (Digging Deeper) - Creation and Science: conflicting or complementary? - What do Christians believe Jesus did to "save" people? HINDUISM - Why do Hindus want to be good? THEMATIC - Why do some people believe in God and some people not?		COMPUTING Pupils will be taught about: Computer Systems and searching, Video production, Selection in physical computing, Flat file databases, Vector Graphics, Selection in Quizzes. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	Play, Like, Share Drugs: true or false? Smoking: what is normal? Would you risk it? Rights and Responsibilities What's the story? Fact or opinion? Rights, responsibilities and duties
CULTURAL CAPITAL			

BRITISH VALUES:

- Democracy
- Rule of Law
- Individual Liberty
- Respect & Tolerance

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths

Creativity – Art & Design, DT, Expressive Arts

History and Heritage – History, Cultural heritage

Understanding the World – Geog., Current Affairs

Discovery – Science, Technology/Computing

Values and Personal Skills – inc. British Values.

Courageous Advocacy* – subsume aspects of CA into the Year 4 wider curriculum themes:-

Deserts - Desertification -global warming, over-farming. Mankind's contribution to climate change

World War I - Is it right to fight? Compare to the religious & political wars of today – refugees.

Ancient Greeks - Does democracy work? Protecting ancient sites.

Mapping London: Conservation of heritage sites

Vikings: Exploring and valuing our heritage.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Mo makes a difference

Spending wisely

Lend us a fiver!

Local councils

Being my Best

Getting fit

It all adds up!

Different skills

My school community

Independence and responsibility

Star qualities

Basic first aid

Growing and Changing

How are they feeling?

Taking notice of our feelings

Dear Hetty

Changing bodies and feelings

Growing up and changing bodies

It could happen to anyone

Help, I'm a teenager... get me out of here!

Dear Ash

Stop, start stereotypes