

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
- Place features of historical events and people from the past societies and periods in a chronological framework. - Summarise events from a period of history, explaining order of events & what happened (Ancient Greeks) - Summarise how Britain has had a major influence on the world (the Tudors). - Summarise how Britain may have learnt from other countries and civilizations (Ancient Greece) - Identify and explain differences, similarities, changes between different periods of history - Describe key events & features from Britain's past using range of different source evidence - Investigate and review the information that can be gained from different sources including a census.	- Use Ordnance Survey symbols and 6 figure grid references. - Answer questions by using a map. - Use maps, aerial photographs, plans and e-resources to describe what a locality might be like. - Describe how some places are similar and different in relation to their human and physical features focusing on deserts. . - Name the largest desert in the world and locate desert regions in an atlas. - Understand the importance of different Biomes to the world. - Identify and name the Tropics of Cancer and Capricorn as well as Arctic/Antarctic Circles - Explain how World time zones work. - Investigate oceans around the world, the impact of humans in the oceans and how we can manage and support their development in the future. - Identify questions about the local area and investigate this question using fieldwork, data and analysis.	- I can explain why I have used different tools to create art. - I can explain why I have chosen specific techniques to create my art. - I can explain the style of my work and how it has been influenced by a famous artist. - I can over print to create different patterns. - I can create pots from clay with greater mastery of the medium. - I can use feedback to make amendments and improvement to my art. - I can use a range of e-resources to create art.	- I can use market research to inform my plans and ideas. - I can follow and refine my plans. - I can justify my plans in a convincing way. - I can show that I consider culture and society in my plans and designs. - I show that I can test and evaluate my products. - Use a range of tools and equipment competently and accurately. - I can work within a budget. - I can evaluate my product against clear criteria. - Understand seasonality and understand how a variety of ingredients are grown. - Apply a healthy and varied diet.

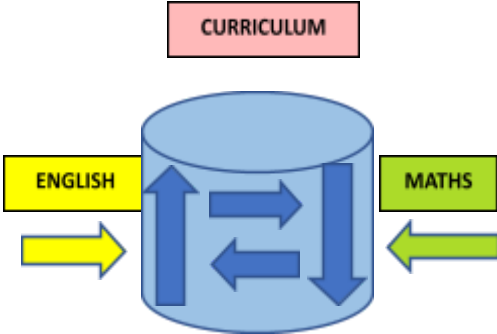
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		

	READING	WRITING	MATHS
ANIMALS INCLUDING HUMANS: - Function of the digestive system of humans. - Food chains – producers, predators and prey ELECTRICITY: How can circuits vary? - Electrical appliances – simple electric circuit Batteries, conductors and insulators. - Circuit symbols Voltage – relevant to brightness of bulb etc - How electrical components function. LIVING THINGS AND THEIR HABITATS: How can we classify living things into different groups? - How living things classified into broad groups - Reasons for classifying plants and animals ANIMALS, INCLUDING HUMANS: How do animals living systems work together to make a healthy body? - Main parts of human circulatory system – functions of heart, blood vessels and blood. - Recognise impact of diet & exercise, drugs and lifestyle on the way bodies function. - How nutrients/water transported in animals LIGHT: How can we investigate light and reflection? - Properties of light – travels in straight lines Reflection – properties of the eye - Shadows cast have same shape as objects FORCES: How can we balance a force? - Explain the role of gravity when unsupported objects fall to Earth - Identify the effects of air resistance, water resistance and friction between moving surfaces. - Recognise that mechanisms (like levers) allow smaller force to have greater affect. ANIMALS INCLUDING HUMANS: What are the key stages of human development?	- Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. - Refer to text to support opinions /predictions. - Give a view about a choice of vocabulary, structure, etc. - Distinguish between fact and opinion. - Appreciate how a set of sentences has been arranged to create maximum effect. - Recognise complex sentences with more than one subordinate clause. - Explain how a writer has used sentences to create particular effects. - I can prepare (possibly recite) poems and plays to read aloud and to perform. - Skim and scan to aide note-taking, both in researching non-fiction and fiction texts	- Use subordinating clauses to write complex sentences & appropriate use of passive voice - Use expanded noun phrases to convey complicated information concisely. - Use semi-colon, colon or dash to mark the boundary between independent clauses. - Use colon to introduce a list and semi-colon within a list. - Use correct punctuation of bullet points, and hyphens to avoid ambiguity. - Use a full range of punctuation matched to requirements of text type. - Use a wide range of devices to build cohesion within and across paragraphs. - Use paragraphs to signal change in time, scene, action, mood or person. - Write legibly, fluently & increasing speed	- Use negative numbers in context and calculate intervals across zero. - Use common factors to simplify fractions and express fractions in the same denomination. - Solve problems involving calculation of % - Carry out calculations/problems involving all four operations, including long division. - Add, subtract and multiply fractions with different denominators and mixed numbers. - Divide proper fractions by whole numbers and calculate decimal fraction equivalents. - Compare, classify and measure (area) of geometric shapes based on properties/sizes. - Recognise, describe and build and measure the volume of simple 3D shapes. - Illustrate & name parts of circles, - Interpret & construct pie charts/ line graphs

Children will investigate the key stages of human development in a human's life time.			
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 5 / 6 Cycle B					
OUR ENVIRONMENT and ENERGY	ANCIENT GREECE	TUDOR LIFE	EXTREME BIOMES – DESERTS	LOCAL AREA HISTORY CENSUS	INDEPENDENT FIELDWORK
<i>Where does our energy come from?</i> - Investigate energy production and trading routes - Discuss how transport links have changed over time - Identify human features on a digital map - Investigate renewable energy sources - Compare how the UK and USA create energy - What is the best way to generate energy? - How do we as a school generate and save energy? Care of our Environment Economy and Power Creativity and Innovation	<i>What is the legacy of the Ancient Greece civilisation?</i> - Who are Ancient Greeks and when did the civilisation exist? - What was Mount Olympus? - How was Ancient Greece governed? - Democracy and the Ancient Greeks legacy - Investigate Ancient Greek philosophers - What is the legacy of the Ancient Greeks? - Research ancient Gods - Compare Athens and Sparta Culture and Diversity Economy and Power Creativity and Innovation	<i>What was life like in Tudor Britain?</i> - Interpret portraits and written records - Use sources to develop knowledge of Henry VII wives - Use sources to describe Elizabeth 1st progress in Worcester and how her visit impacted on the city - Develop their knowledge of Henry VII as a ruler and about his wives - Investigate the execution of Anne Boleyn - Develop an understanding of inventories Culture and Diversity Economy and Power Creativity and Innovation	<i>Would you like to live in a desert?</i> - Lines of latitude for hot biomes - Find largest deserts in the world - Investigate the Mojave Desert - Identify characteristics of two differing biomes and compare land use - Where are the hottest biomes located in the world - Physical and Human features of a desert - What are the threats to deserts today? - Would we like to live in a desert? Care of our Environment Culture and Diversity	<i>What can the census tell us about the history of our local areas?</i> - Use the census to make inferences about local people and events - Compare primary data with local sources - Plan a local history enquiry via the census - What is a census? - What can we learn about the Victorians from the census? - What can we learn about jobs in the 1800's? - Why did some women refuse to be part of the census? Culture and Diversity Economy and Power Creativity and Innovation	<i>How can I carry out independent fieldwork?</i> - Identify and develop questions about the local area - Justify and collect data to answer the question - Collect data points in an OS map - Manage risks on a fieldwork trip - Map data digitally - Map a route - Analyse and present data Culture and Diversity Care of our Environment

EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	FUNDAMENTAL MOVEMENT SKILLS Develop and apply dynamic balance on a line and counter balance with a partner via focused skill development sessions, modified/non-traditional games and sports and healthy competition	HISTORY	GEOGRAPHY	- Link Learning through topics and subjects. - Ensure progression of skills and knowledge. - Consolidate & revise skills and knowledge.

- I can sing in harmony confidently and accurately experimenting with major and minor note patterns. - Develop, rehearse and perform a mini musical. - Change vocal tone to reflect mood. - Perform complex rhythms confidently. - Improvise descriptive music on instruments and other sound makers. - Revise, rehearse and develop music for performance. - Play tuned musical instruments confidently from graphic scores with note names. - I can analyse features within different pieces of music. - I can compare and contrast the impact that different composers from different times have had on people of that time.	- Develop and apply their seated balance and floor work balance via focused skill development sessions, modified/non-traditional games and sports and healthy competition - Develop and apply their sending and receiving and ball chasing via focused skill development sessions, modified/non-traditional games and sports and healthy competition - Development of football, hockey, dodgeball, netball, golf, badminton and cricket GYMNASTICS - Develop and apply all gym skills on the floor, with hand apparatus and on low apparatus via focused skills development, sequence creation and games. DANCE - Develop and apply shapes and circles and create sequences of movement with these through partnering and artistry. OTHER TOPICS - Development of swimming, athletics and OAA skills.	CENSUS: Decade, historical enquiry, occupation, politics, reliable, suffrage ANCIENT GREECE: Civilisation Democracy City State, Athens, Troy Sparta, Mount Olympus Mythology, Marathon Trojan Horse, Odysseus TUDORS: Wars of the Roses, Lancaster , York, Battle of Bosworth, Richard III, Henry Tudor, Elizabeth of York, Henry VIII, Heir, Throne, Prince Arthur, Worcester Cathedral, Arthur's Chantry, Catherine of Aragon, Anne Boleyn, Jane Seymore, Anne of Cleves, Katherine Howard , Kathryn Parr, Elizabeth 1, Coat of Arms, Worcester Pears, Impact, Worcester Cathedral, The Chantry	OCEANS: atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human, footprint, marine, microplastics, natural disaster, ocean current Policy, renewable energy, single use plastic, species, water cycle FIELDWORK: analyse, audience, city, data, data collection, methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subject, viewpoint DESERTS: hot desert, cold desert, biosphere, climate, sandstorm sand dune, salt basin, oasis, wadi, nomad, camel, cactus, desertification Sahara, Kalahari, Gobi Greenland, Arctic,	◆ Reinforce Key specific vocabulary. 
LANGUAGES (MFL)	VALUES			PSHE
Spoken language - I can hold a simple conversation with at least 4 exchanges. - I can 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:	COMPUTING Communication and Collaboration, Web page creation, Variables in games, Spreadsheets, 3D Modelling, Sensing Movement 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		Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital Me and My Relationships Working together Let's negotiate Solve the friendship problem Assertiveness Skills Behave yourself Dan's day Don't force me Acting Appropriately It's a puzzle

	• Love • Respect • Friendship • Creativity • Truthfulness • Perseverance • Forgiveness	• 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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	Valuing Difference Ok to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? Challenging gender stereotypes
RELIGIOUS EDUCATION			
CHRISTIANITY • Why do Christians believe Jesus was the Messiah? • How do Christians decide how to live? What would Jesus do? ISLAM • What does it mean to be a Muslim in Britain today? JUDAISM • Why is the Torah so important to Jewish people? THEMATIC • What can be done to reduce racism? Can religion help? • What do religious and non religious worldviews teach us about caring for the Earth?			Keeping Myself Safe Thinking before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it’s the law! Alcohol: what is normal? Joe’s story (part 1) Joe’s story (part 2)
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 6 wider curriculum themes:- Great Leaders: Qualities of a great leader • Martin Luther King – racial inequality • Empire: Implications of colonisation. Extreme World; • Impact of global warming on our planet.			Rights and Responsibilities Two sides to every story Fakebook Friends What’s it worth? Jobs and taxes Action stations! Project Pitch (parts 1 and 2) Happy shoppers Democracy in Britain 1 – Elections

		Democracy in Britain 2 – How (most) laws are made Being my Best Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid Growing and Changing Helpful or unhelpful? Managing change I look great? Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?
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