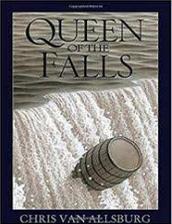
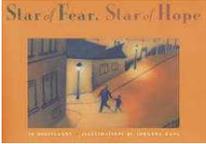
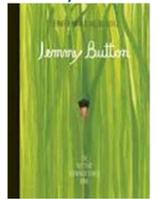
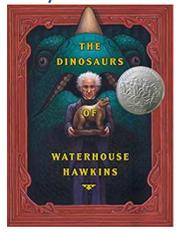


Witton Church Walk
Upper Key Stage 2 Curriculum Overview

Year group: Upper Key Stage 2	Autumn A Where my wellies take me	Spring A A Day in the life of Refugee theme to fit with AmaSing Future	Summer A Voyage of discovery	Autumn B Growing up global	Spring B Seeds of change	Summer B I wonder...science
Geography		<p>North and central America 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>	<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>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Global geography</p> <p>North and central America physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	
History	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Non-European contrast to British history</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan</p>	<p>A study beyond 1066 Life on the homefront during World War two</p>		<p>Victorian Britain comparison with Britain today</p>	<p>A local history study A depth study linked to one of the British areas of study listed above: Romans</p> <p>OS map skills</p>

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		civilization c. AD 900; Benin (West Africa) c. AD 900-1300				
English	Bewoulf by Michael Morpurgo Eric the Viking by Terry Jones	Queen of the Falls by Chris van Allsburg  Rebel Girls text and Boys who dare to be different Cholita Climbers - https://www.youtube.com/watch?v=hGxxvefRk9A Lydia Huayllas (Cordillera Real range, Bolivia) Young heroes by Lula Bridgport Holes by Louis Sacher as whole class text	Star of Fear, Star of Hope by Joe Hoestlandt  Finding Winnie by Lindsay Mattick An Eagle in the snow by Michael Morpurgo Private Peaceful by Michael Morpurgo Sky Chasers by Emma Carroll	Manfish by Jennifer Berne  On a beam of light by Jennifer Berne (compare texts) The brilliant deep: rebuilding the world's coral reefs by Kate Messner The Vanishing Rainforest by Richard Platt	Can we save the tiger? by Martin Jenkins  Jemmy Button  Island by Jason Chin What's the difference? By Strack Plantevin Jungle Book by Rudyard Kipling The Murderer's Ape	The dinosaurs of Waterhouse Hawkins by Kerlye and Selznick  Link to Lion Saltworks London Eye Mystery by Siobhan Dowd The Midnight Hour by Benjamin Read
	Collage	Painting	Sculpture	Printing	Drawing	Textile
Art	 Add collage to a painted, printed or drawn background.	 Choose a painting inspired by the project. Develop a painting from a drawing	 Shape, form, model and construct from observation or imagination.	 Create printing blocks by simplifying an initial sketch book idea.	 Develop close observation skills using a variety of view finders.	 Shibori Tie Dye Experiment with colour and dyeing techniques.

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	<p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p>	<p>Carry out preliminary studies trying out a variety of media and painting materials, which must be evidenced progressively from pre-liminary studies to final point.</p>	<p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Produce intricate patterns and textures in a malleable media. Work from a variety of sources including observation</p> <p>To create a key stage sculpture with individual pieces- focus on British Values, to be placed in reflection garden. Eg field of poppies/cenotaph mermorial</p>	<p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>Use dry and wet media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p>	<p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>Fashion show at the end</p>
<p>Design Technology</p>	<p>Design Technology</p> <p>WHAT ARE THE BEST MATERIALS TO MAKE A BOAT?</p> <p>DESIGN – generate, develop, model and communicate their ideas through drawing, templates, mock ups</p> <p>MAKE – select and use a wide range of materials</p>	<p>Design technology Make a rocket</p> <p>STEM Parent workshop Partnership project</p> <p>Whole School Project</p>	<p>Healthy Living week.</p> <p>Can they design their own multicultural picnic?</p> <p>Preparing fruit and vegetables</p> <p>Design – purposeful, functional and appealing products for themselves and others based upon a design criterion.</p>	<p>Design Technology</p> <p>Deconstruct, design and make a chariot – wheels and axel, lonking with project and texts</p> <p>DESIGN – Design purposeful, functional and appealing products for themselves and other based upon a design criterion</p>	<p>Design Technology</p> <p>Making Bird Feeders RSPB Partnership project Grozone- Parent workshop</p> <p>Free Standing Structures</p> <p>Deconstruct, design and make a bird feeder.</p>	<p>Evaluate - Which fruit/vegetables might be the best for our product to match the occasion/purpose? – Healthy.</p> <p>Technical - Children examine a range of fruit/vegetables. Use questions to develop children's understanding.</p>

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	<p>and components according to their characteristics (link with science) EVALUATE – EVLAUATE A RANGE OF EXISTING PRODUCTS – MATERIALS THAT ARE USED TO MAKE BOATS</p> <p>TECHNICAL KNOWLEDGE – build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Free standing structures – Boat Making</p>		<p>Make – select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate - Which fruit/vegetables might be the best for our product to match the occasion/purpose? – Healthy.</p> <p>Technical - Children examine a range of fruit/vegetables. Use questions to develop children’s understanding.</p>	<p>MAKE – select from and use a range of tools and equipment to perform practical tasks – cutting, shaping, joining and finishing</p> <p>EVALUATE – explore and evaluate a range of existing products</p> <p>TECHNICAL KNOWLEDGE – explore how to use mechanisms wheel and axis in their products</p>	<p>DESIGN – Design purposeful, functional and appealing products for themselves and other based upon a design criterion</p> <p>MAKE – select from and use a range of tools and equipment to perform practical tasks – cutting, shaping, joining and finishing</p> <p>EVALUATE – explore and evaluate a range of existing products</p> <p>TECHNICAL KNOWLEDGE – Build Structures exploring how they can be made stronger, stiffer and more stable.</p>	
<p>Music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memor</p>	<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music.</p>

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PSHCE	Get HeartSmart Anti-bullying Week	Don't forget to let love in	Too much selfie isn't healthy	Don't rub it in, rub it out	Fake is a mistake	No Way through isn't true
PE	Invasion Netball/ Basketball	Dance	Gym Key steps	Invasion Dodgeball	Athletics (Quadkids)	Striking/fielding Cricket
Parents						
Trips	Tatton Park		Imperial War Museum			Salt Museum
WOW day	River Walk- Afternoon during English time.					