

Elliston Primary Academy Curriculum

Unit Overview: Cycle A San Francisco UKS2

Focus : Geography	Power of Reading text: Floodland
Key concepts: location, region, continent, settlement, resources, trade, development	
National Curriculum Objectives:	
Geography Locational knowledge To locate the world's countries, using maps to focus on Europe (including the location of Russia) and <u>North and South America</u> , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge To understand geographical similarities and differences through the study of human and physical geography of region within <u>North</u> or <u>South America</u> Human geography Describe and understand key aspects of: 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 Geographical skills and fieldwork To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To 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.	Science: Y5 Materials To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To demonstrate that dissolving, mixing and changes of state are reversible changes To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Music: To improvise and compose music for a range of purposes using the inter-related dimensions of music To develop an understanding of the history of music.	
RE: To understand how Hindus show their commitment to God and to evaluate if there is a best way.	
PSHE: Families and Friendships To know what makes a healthy friendship and how they make people feel included. To know strategies to help someone feel included.	

To know about peer influence and how it can make people feel or behave.
To recognise the impact of the need for peer approval in different situations, including online.
To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.
To know that it is common for friendships to experience challenges.
To know strategies to positively resolve disputes and reconcile differences in friendships.
To know that friendships can change over time and the benefits of having new and different types of friends.
To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.
To know when and how to seek support in relation to friendships.

Safe Relationships

To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.
To know how to ask for, give and not give permission for physical contact.
To know how it feels in a person's mind and body when they are uncomfortable.
To know that it is never someone's fault if they have experienced unacceptable contact.
To know how to respond to unwanted or unacceptable physical contact.
To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.
To know whom to tell if they are concerned about unwanted physical contact.

Respecting Ourselves and Others

To recognise that everyone should be treated equally.
To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment.
To recognise the impact of discrimination on individuals, groups and wider society.
To know ways to safely challenge discrimination.
To know how to report discrimination online.

PE:

To develop flexibility, strength, technique, control and balance, through gymnastics
To play competitive games, modified where appropriate [for example, basketball, football, hockey and netball], and apply basic principles suitable for attacking and defending
To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ICT:

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

French:

To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
To speak in sentences, using familiar vocabulary, phrases and basic language structures
To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
To read carefully and show understanding of words, phrases and simple writing
To write phrases from memory, and adapt these to create new sentences, to express ideas clearly