



## UKS2 Cycle A Curriculum Overview

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
	Topic 1								Topic 2								Topic 3								Topic 4								Topic 5							
Topic	Invade and Raid								Bridging the Gap								Disaster!								Fight, Fight, Fight!								The Golden Age?							
<b>WOW event</b>	Portals to the Past   KS2 Saxons - on site <a href="http://www.portalstothepast.co.uk/classes/ks2-saxons">www.portalstothepast.co.uk/classes/ks2-saxons</a>								Stockport Brows and Bridges— Spy Mission Treasure Trail - <a href="http://www.treasuretrails.co.uk/things-to-do/greater-manchester/stockport-Offsite">www.treasuretrails.co.uk/things-to-do/greater-manchester/stockport Offsite</a>								Freshwater Theatre Environment Alert Workshop <a href="http://www.freshwatertheatre.co.uk/sessions.php?ref=geography-ks2">http://www.freshwatertheatre.co.uk/sessions.php?ref=geography-ks2</a>								Tatton Park Workshop <a href="http://www.tattonpark.org.uk/learn/school_visits/education_programme/anglo_saxon_and_viking.aspx">www.tattonpark.org.uk/learn/school_visits/education_programme/anglo_saxon_and_viking.aspx</a>								Visit a local Mosque							
<b>Science</b>	Electricity  <a href="#">Linked Scientist: Thomas Edison, Andre-Marie Ampere, Alessandro Volta, Edith</a>								Forces Gravity, water resistance, air resistance and friction  <a href="#">Linked Scientist: Isaac Newton and Galileo Galilei</a>								Animals including humans Changes as humans develop to old age  <a href="#">Linked Scientist: Leonard Hayflick</a>								Living things and their habitats Compare and classify microorganisms, plants and animals  <a href="#">Linked Scientist: Libbie Hyman</a>								Light  <a href="#">Linked Scientist: Benjamin Franklin and Percy Shaw</a>							
<b>History</b>	Britain's settlement by Anglo-Saxons and Scots																Local history—Great Sheffield Flood of 1864. Stalybridge moorland fire 2006 and 2018								The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor								A non-European society that provides contrasts with British history – early Islamic civilization,							
<b>Geography</b>	Types of settlement, land use, trade links & the distribution of natural resources. Use maps to identify where invaders were coming from.								Maps – Location of famous bridges in the UK. Fieldwork—using maps in the local area (linked to Trip)								Human and physical geography— Natural disasters (Floods, tsunami, landslips, forest fires - North America)								Map work—Viking routes and settlements in the British Isles															
<b>Art and Design</b>									Famous architects—Sketches of bridges and building—Pencil work <a href="#">Linked Architects: Brunel;</a>								The Great Wave off Kanagawa Whole class collage - paint  <a href="#">Linked Artist: Katsushika Hokusai</a>																Relief printing—Islamic Designs inspired by Abstract artist							
<b>Design Technology</b>	Electrical systems- more complex circuits and switches (alarm for valuable museum artefact)								Structure—Types of bridges																Textiles -Combining different fabrics (a holder for a Viking artefact e.g. Viking coins or jewellery)															
<b>Computing</b>	Coding 5.1 (6wks) <a href="#">Link: Maths</a>								Online Safety 5.2 (2wks)		Spreadsheets 3.3 (6wks) <a href="#">Link: Maths/Art</a>						3D Modelling 5.6 (4wks) <a href="#">Link: Art/Maths</a>				Game Creator 5.5 (5wks) <a href="#">Link: English</a>				Databases 5.4 (4wks) <a href="#">Link: English/History</a>				Concept Maps 5.7 (4wks) <a href="#">Link: Science</a>											
<b>Music</b>	Livin' on a Prayer				Jazz 1				Make You Feel My Love				Happy				Reflect, Rewind and Reply				Y5—Glockenspiel 3 Y6—Performance																			
<b>PE</b>	Rugby				Hockey				Gymnastics				Basketball				Athletics				Cricket																			
<b>RE</b>	U2.1 Why do some people believe God exists? (8 wks)				U2.6 What does it mean to be a Muslim today? (12 wks)				U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (8 wks)				U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (10 wks)																											
<b>Spanish</b>	Talking about ourselves. School life. Day at School.				Spooky house. Hopes and roles. Paddington Christmas.				Happy New Year. Investigating Sports				Carnival clown and clothes.				Café Culture. Eating Out.				Seaside.																			
<b>British Values</b>	Mutual Respect—Different groups living together.				Tolerance – new ideas (linked to architecture) Individual liberty— which architect had biggest impact?				Respect – linked to response from aid agencies to natural disasters				Rule of law: link to Anglo Saxon law and justice  Individual liberty vs lack of respect— changing place names				Mutual Respect—The House of Wisdom Tolerating others to make a better more fulfilled society																							
<b>Final Outcome</b>	Can countries benefit by being invaded?				Building the strongest bridge (STEM)				Which natural disasters are the most dangerous?				Viking Top Trumps Cards				Debate: Should this period be referred to as the Golden age of Islam?																							



## UKS2 Cycle B Curriculum Overview

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	Topic 1								Topic 2								Topic 3								Topic 4								Topic 5							
Topic	Behind Enemy Lines								Forests Forever?								Its all Greek to Me								Infinity and Beyond								Perilous Peaks							
<b>WOW event</b>	Stockport Air Raid Shelter <a href="https://www.stockport.gov.uk/topic/key-stage-2-air-raid-shelters">https://www.stockport.gov.uk/topic/key-stage-2-air-raid-shelters</a> <b>Off site</b>								Rainforest Roadshow—On site <a href="http://www.rainforestroadshow.co.uk/Main%20Pages/Visits.html">www.rainforestroadshow.co.uk/Main%20Pages/Visits.html</a>								Glorious Ancient Greeks Workshop— <a href="https://www.schoolworkshops.com/Makers-of-History/Glorious-Ancient-Greeks">https://www.schoolworkshops.com/Makers-of-History/Glorious-Ancient-Greeks</a> <b>On site</b>								Star Chaser <a href="https://starchaser.co.uk/">https://starchaser.co.uk/</a> 0161 882 9922 <b>On site</b>								Kinder Scout—Mountain Environment—Off site <a href="http://www.peakdistrict.gov.uk/learning-about/education/primary-products/mountain-environment">www.peakdistrict.gov.uk/learning-about/education/primary-products/mountain-environment</a>							
<b>Science</b>	<b>Properties and changes of materials</b>  <a href="#">Linked Scientist: Spencer Silver and John Dalton</a>								<b>Evolution and Inheritance</b> Changes over time, offspring and adaptations <a href="#">Linked Scientist: Jean Baptiste Lamarck and Charles Darwin</a>								<b>Animals including Humans</b> Circulatory system, exercise, diet and nutrition <a href="#">Linked Scientist: Marie Maynard Daly</a>								<b>Earth and Space</b>  <a href="#">Linked Scientist: Margaret Hamilton and Brian Cox</a>								<b>Living things and their habitats</b> Life cycles and reproduction <a href="#">Linked Scientist: Jane Goodall and David Attenborough</a>							
<b>History</b>	<b>A significant turning point in British history—The Blitz</b>																<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world .</b>								History of Space travel & the Space Race.								Local History – The mass trespass of Kinder Scout 1932							
<b>Geography</b>	Locational knowledge—countries involved. Human & Physical—before/after								<b>Human &amp; Physical geography and Locational Knowledge - Rainforests</b>								Locational knowledge— Countries and cities Greece								Locational Knowledge—Space Agencies involved in the International Space Station.								<b>Human and Physical geography comparison of region in UK (Pennines), Europe (Alps) and N.America (Rockies)</b>							
<b>Art and Design</b>									<b>Rainforest paintings - pencil, printing and colour</b>  <a href="#">Linked Artist: Henri Rousseau</a>								<b>Greek Pottery—Using clay to make a coil pot vase</b>  <b>Design a Greek Amphora scene for the pot (final outcome) - Pencil sketches of moving figurines</b>								Abstract Space art - charcoal/pastels/wax crayon  <a href="#">Linked Artist: Peter Thorpe</a>								<b>Landscape (mountains) inspired by post impressionism</b>  <a href="#">Linked Artist: Paul Cezanne, Andre Derain and Vincent Van Gogh</a>							
<b>Design Technology</b>	<b>Food – WWII Rationing Recipes e.g. making cheese scones/cheese swirls</b>																								<b>Mechanical systems – Pulleys or gears e.g. make a space buggy/rover</b>															
<b>Computing</b>	Coding 6.1 (6wks) <a href="#">Link: English/History</a>								Online Safety 6.2 (2wks)		Spreadsheets 6.3 (5wks) <a href="#">Link: Maths</a>				Blogging 6.4 (5wks) <a href="#">Link: D&amp;T/History</a>				Text Adventures 6.5 (5wks) <a href="#">Link: English</a>				Networks 6.6 (3wks) <a href="#">Science</a>				Quizzing 6.7 (5wks) <a href="#">Link: Science</a>													
<b>Music</b>	Fresh Prince of Bel Air				Jazz 2				Dancing in The Street				You've Got a Friend				Reflect, Rewind and Replay				Y5—Glockenspiel 3 Y6—Performance																			
<b>PE</b>	Football (5 weeks)				Dance (5 weeks)				Gymnastics (5 weeks)				Volleyball				Netball				Athletics				Top Outdoor															
<b>RE</b>	U2.4 If God is everywhere why go to a place of worship? (9 wks)				U2.3 What do religions say to us when life gets hard? (9 wks)				U2.7 What matters most to Christians and Humanists? (10 wks)				U2.8 What difference does it make to believe in ahimsa, grace and ummah? (10 wks)																											
<b>Spanish</b>	Hello this is me. Time. Life of a Superhero.				In the City. Christmas shopping				Happy New Year. Pantomime. Fruit & Veg. Jack & Beanstalk				All fun at the Fair. My favourites.				Out of this world.				Class Performance. Presentations. Class Newspapers.																			
<b>British Values</b>	Individual Liberty - How did the war affect people in daily life? Did it take away liberties? Tolerance - Hitler's lack of toleration for different races/cultures				Democracy – debate is it right for developers to destroy areas of rainforest Respect —environment				Rule of law/Democracy—Greek rules and monarchy Democracy—debate then vote for where the Elgin Marbles should be.				Respect and Tolerance (link to international cooperation at the ISS) Individual liberty—who deserved to win the space race?				Individual Liberty—personal choice to attempt dangerous ascents. Democracy—link to Kinder Scout Trespass																							
<b>Final Outcome</b>	<b>Can war be a good thing?</b>				<b>Rainforest Canopy Shoe box activity</b>				<b>Create an image for a Greek Amphora - showing the impact the Greeks had</b>				<b>Create the Milky Way (in scaled down size)</b>				<b>Information leaflet/posters on how different mountains are formed</b>																							