



## Upper Key Stage 2 (5/6) Autumn Term A

### History



Children will build upon their prior knowledge of significant events in history and their impact on people and places to understand the forces that shaped the lives of people during WW2. They will explore the Blitz and its impact on London, experiences of evacuees and understand the key events that lead to WW2. Within this unit, children will develop and answer enquiry questions, compare a range of primary and secondary sources and consider the significance of key individuals and events including the Blitz. Throughout this unit, children will have the opportunity to explore the lives of children during WW2 during evacuation and make comparisons between their experiences. A trip to London during the autumn term will enable children to broaden their understanding of artefacts and places.

### Science



Children will be applying their previous learning from lower key stage 2 of how things move on different surfaces by identifying and exploring the forces of air resistance, water resistance and friction. This unit will focus on gravity too and how this force acts upon falling objects and the Earth. Children will investigate how mechanisms such as levers, gears and pulleys can be used to demonstrate how a small force can have a great affect.

We will also build upon learning from lower key stage 2 when children learnt how to build simple series circuits using bulbs and switches by exploring how to alter the brightness of a bulb or the volume of a buzzer in this unit of study. Children will compare and give reasons for variations in a bulb's brightness, a buzzer's volume and whether a switch is in an 'on' or 'off' position. In addition, children will learn how to represent a simple circuit in a diagram using recognised symbols.

### Religious Education (RE)



#### Unit 1: Creation and science

This unit will revisit the creation story in Genesis 1 and enquire as to whether it complements or conflicts scientific views and ideas about how the universe came to be. Previously in lower key stage 2 and in key stage 1, children have learnt about the concept of creation and the story according to Genesis 1 used by Christians and Jews. In lower key stage 2, they have also learnt about the concept of 'The Fall' as told through the story of Adam and Eve in Genesis 2 and 3. This term, children will begin to consider the purpose of the creation text and Psalm 8. They will question whether the Genesis account could be or is true, reflecting some viewpoints that religious accounts of the universe's origins conflict with scientific accounts. They will explore the belief of Christians from previous learning that there is one God, and he is responsible for the creation of the universe through Psalm 8 and Genesis 1 and explore how these views conflict or complement the scientific view of evolution. They will review different viewpoints of Christians and scientists including through questioning a visitor to the school. They will begin to develop their own viewpoints culminating in a debate considering each other's ideas. They will discuss religious and philosophical questions, giving reasons for their own beliefs and those of others, making links between the teachings of religions studied and life in the world today.

#### Unit 2: Impact of Christian beliefs on music and art throughout history

Children will learn about and be able to explain the divergent role of music in worship in the history of the Christian Church. They will learn how art has been used in Christianity to reflect key events and facilitate worship. They will explore through a 'human and social sciences' lens to build a greater understanding of the impact of Christian beliefs on people, their lives and the world. Children will be encouraged to ask questions that people who study lived reality or phenomena would ask. It will require children to think like human/social scientists and gain a greater insight into how beliefs in Christianity have impacted music and art throughout history. This unit will make links to prior learning through the inclusion of Christian artwork depicting stories from the bible and key Christian concepts of creation and fall, incarnation and salvation. It will also build upon knowledge of symbolism and artefacts found in the Christian church and allow children time to explore artwork and music used in worship more deeply. Connections from this unit will be made to future learning when children explore how beliefs shape the identity for Muslims as well as the impact of Islamic beliefs on music and art.

## Computing



### **Year 5: Sharing Information:**

Children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. Children will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and comparing different search engines. This unit will progress children's knowledge and understanding of computing systems from lower key stage 2 where they have learnt about the inputs, processes and outputs of digital devices and how digital devices can be part of computer networks. They will also build upon their understanding of networks from lower key stage 2 where they gained understanding of the World Wide Web as a part of the internet which is a network of networks.

### **Year 5: Vector Drawing:**

Children will learn how to use different drawing tools to help them create images. Children will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Children layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit progresses children's knowledge and understanding of digital painting and has some links to the Year 3 learning in which children spent time desktop publishing, in which learners used digital images. In this unit, children will create images that could be used in desktop publishing documents.

### **Year 6: Communication & Collaboration:**

Children will explore how data is transferred over the internet. Children will initially focus on addressing, before they move onto the makeup and structure of data packets. Children then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they will learn how to communicate responsibly by considering what should and should not be shared on the internet. This unit builds upon learning from the year 5 unit – 'Computer systems and networks' and progresses children's knowledge and understanding of computing systems and online collaborative working.

### **Year 6: 3D Modelling:**

Children will develop their knowledge and understanding of using a computer to produce 3D models. Children will initially familiarise themselves with working in a 3D space, moving, resizing and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, children will examine the benefits of group and ungrouping 3D objects, then go on to plan, develop and evaluate their own 3D model of a building. This unit progresses children's knowledge and understanding of creating 3D graphics using a computer and will utilise knowledge acquired from year 5 where children spent time creating vector drawings. The unit will also prepare children for key stage 3 and key stage 4 where 3D modelling can be used in design and technology work.

## Art and Design






Children will explore art from a range of local and national cultures, learning to appreciate and value diversity.

Pupils will explore art produced by a famous photographer, learning to appreciate and reflect on various artwork. Children will explore and practise specific techniques using sketchbooks to create their own high-quality art using recognised techniques but also having freedom and choice to create their own style of work. Children have previously looked at artwork from different historical periods. The children explored and practiced techniques to create Tudor portraits.

## Design Technology (DT)



Children will explore the foods available during the period of rationing during WW2. They will then bake their own bread before making sandwiches using the basic fillings available when rationing was in full swing. This will build upon their prior learning in key stage 1, where the children learned about healthy food choices and designed their own fruit kebabs. As part of the design process, the children will taste a number of fillings that were available, before making their selection and, if time allows, serve these at an event for parents, taking into account the necessary hygiene processes throughout. The children will later be able to extend their knowledge further in key stage 2, by becoming more confident in using a range of cooking techniques and utensils, and by selecting their ingredients from a range of organic and ethical sources.

<p><b>Physical Education (PE)</b></p> 	<p><b>Striking and Fielding</b></p> <p>This unit will focus on the teaching of techniques and practices for learning cricket. Children will develop the range and quality of throwing, catching and striking abilities. The unit will build on prior learning from lower key stage 2 where children have learnt how to underarm throw and catch a beanbag and tennis ball as well as using a short tennis racket to strike. They also have previous experience of playing striking and fielding games including rounders, where they learnt the importance of working as a team and communicating when fielding. During this cricket unit, when fielding, children will work together to prevent runs or points being scored. When batting, they will be able to put the ball into space, away from fielders, so that they can run around bases or between wickets to score runs. They will build upon prior knowledge and learn about playing different roles, such as bowler, batter, wicketkeeper, backstop and fielder. They will also progress to using a bat to hit a ball, learning the correct method to strike using a cricket bat as well as how to correctly hold a ball when bowling. Throughout these activities, the children must think about the skills that they are learning and use different tactics and strategies to outwit the opposition. As they get better at the skills used and the games played, the children will develop their own games with their own rules and systems of scoring and umpiring.</p> <p><b>Dance</b></p> <p>Children will gain further knowledge about the WW2 era, developing their understanding of the subject whilst creating a dance to capture the emotions of Britains during the bombings of the Blitz. Through dance, children will explore questions such as: How do you think the people might have felt when they knew Britain was at war with Germany? What did people have to do when they heard the sirens? How would you have felt when the sirens sounded? They will build on prior knowledge, such as how to find the pulse of the music, using balances and ways of travel in a varied way and mirroring their partner to create effective pieces of dance. Whilst exploring these themes, they will also work on a variety of dance skills, such as levels, tempo, motifs and choreography – working in unison to create work that has a powerful effect on the audience.</p>
<p><b>Personal, social, health and economics (PSHE)</b></p> 	<p>Children will be exploring a range of topics from the three main strands in PSHE: Physical Health and Wellbeing, Living in the Wider World and Relationships. Previously in lower key stage 2, children will have learnt about setting short term goals and how they can achieve these. Children will build on this knowledge by recognising their strengths, achievements and weaknesses. Children will understand how these strengths can help them achieve their ambitions and aspirations and how they can overcome weakness to support them in success. Children will also learn about the importance of family and the characteristics of a healthy family, as well as understanding the importance of self-respect and how this links to their own happiness. This will build on previous learning in lower key stage 2, where the children will have learnt about different types of families and that a family is characterised by love and care. Children will explore the importance of structure and why it is needed, including the implications of lack of structure and living in an anarchic society. Children will also learn about the importance of equal rights. This will further their understanding of what they learned in years 3 and 4 where they became familiar with the understanding of why rules are needed in different situations and the meaning of the terms ‘discrimination’ and ‘stereotype’.</p>
<p><b>Music</b></p> 	<p>Children’s learning is focused around listening, appraising and performing <i>Live’n’On a Prayer</i> (Year 5) and <i>Happy</i> (Year 6). Children will continue to listen, appraise and perform music. Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children will continue to develop an understanding of the history of music. They will build their appraisal skills, giving opinions about specific genres of music, whilst becoming more confident applying technical vocabulary. Building on knowledge from lower key stage 2, the children will now be more secure in reading and playing some conventional music symbols using note values of minims, crochets and quavers. Children will continue to develop performance skills (singing and playing instruments), including dynamic awareness, accuracy, fluency and expression. This will ensure the children are fully prepared for their journey into key stage 3, where they will be exposed to and evaluate music in more depth, from across a range of time periods and genres, and consider how they influence music today.</p>