



Upper key stage 2 (5/6) Autumn term B

Topic Summary

Geography



A local area study of London will be the main focus of the curriculum this term. Children will immerse themselves in all things London; continuing to learn about how London has changed over time and the key drivers for this change. This knowledge builds upon historical knowledge acquired in lower key stage 1 when children studied the Romans and their impact on roads and homes (linking to our curriculum themes of changes over time/cause and effect.) They will learn about the River Thames and its impact on London. Prior to this, the pupils learnt about rivers in year 3 and 4. During this topic, children will consider the impact of immigration into London and how it has varied over time as well as how diversity has positively influenced modern society. This term's learning will be reinforced with an exciting field trip to London where the children will carry out their own investigations and design their own surveys. They will find out what is like to be a tourist or resident in London today and specific issues that they face, especially as commuters or residents in a densely populated city. Children will engage in the use of OS maps to locate key human and physical features in the region of London in which they are visiting using 4-6 grid references. This will build upon prior learning using Atlas coordinates. Later this year, they will develop this knowledge using longitude and latitude when mapping locations in India.

Science



Children will compare and group objects according to the material's properties. They will explore thermal conductors and link this to real life experiences and objects. They will explore dissolving, how a solution is created using a soluble material and discover how a material can be recovered in a solution. Building upon their prior knowledge of solids, liquids and gasses and their properties from lower key stage 2, children will suggest ways that different materials can be separated. During practical investigations, children will be given the opportunity to filter, sieve and evaporate materials, create solutions and observe reversible and irreversible changes to materials.




Religious Education (RE)



Year 5: This unit will allow children to understand varied arguments for and against the existence of God; appreciating and valuing the diversity in beliefs. They will consider and identify weak arguments and baseless assertions and understand what makes a position reasonable or unreasonable. When discussing and evaluating this theme, they will deepen their knowledge of supporting their own arguments with evidence and logical reasoning. This is a key skill we would like our children to have by the time they leave our schools to go on to be able to provide balanced, informed and reasonable arguments in all areas of life. They will build upon prior learning from key stage 1 whereby they explored Hindu and Christian beliefs about how the world came to be as well as the different views people have about the idea of God. In lower key stage 2, prior knowledge of philosophy has been gained including what philosophy is and how people make moral decisions. This prior learning will support children when considering philosophical and non-philosophical questions and analysing viewpoints and arguments about the belief of God. Knowledge from this half term will be built upon later in year 5 when exploring philosophers' teachings about the meaning of life and again in year 6 when exploring whether creation and science are conflicting or complementary.

Year 6:

Children will gain recognition for the controversial nature of this topic and be able to explain divergent views relating to it. They will be able to explain what some religions believe about both peace and conflict and analyse the relationship between peace and pacifism. This topic will aim to show children that not all people of one religious background act and behave in the same way and many people see war to be a last resort. This will lead to allowing children to gain a well-rounded and informed understanding of war as a result of religion. Prior learning in lower key stage 2 will be drawn upon including how people express commitment to their religion and the awareness of diversity within religions such as Christianity. Knowledge gained in this unit will be further developed and drawn upon later this year when children learn about how Buddhists explain suffering in the world and when they analyse whether science and religious beliefs are

<p>Computing</p> 	<p>conflicting or complementary.</p> <p>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.</p> <p>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 duplication 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 using in desktop publishing documents.</p> <p>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.</p> <p>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.</p>
<p>Art and design</p> 	<p>Children will begin by examining, appreciating and comparing the works of artists from different backgrounds and times. They will then focus their learning on the artwork created by Stephen Wiltshire. Children will look closely at using different types of media which builds upon their prior learning of discussing the use of colour and imagery. They will also look at different ways of applying watercolour paint building on prior knowledge from key stage 1 of mixing paint to create different colours and shades. They will learn how to apply paint using a flat, graded and variegated wash. This will lay the foundations for future learning of using a range of techniques to apply different paints including acrylic. By the end of the unit, children will have been inspired by Stephen Wiltshire and would have created their own London skyline using different types of media.</p>
<p>Design Technology (DT)</p> 	<p>Children will explore a range of applique designs, materials and techniques. They will build upon previous knowledge from key stage 1 and lower key stage 2 whereby they have learnt how to perform a running and back stitch. They will then design an applique t-shirt as a souvenir for consumers (tourists) visiting London.</p> <p>As part of this design process, children will learn about new stitches, including French knots and chain stitching. The children will then apply a range of finishing techniques to create a functional and aesthetic t-shirt that meets the design criteria.</p>
<p>Physical Education (PE)</p>	<p>Football</p>



This unit will focus on a range of techniques and practices for football. The children will build on prior learning from lower key stage 2 where children developed their dribbling, passing, control skills, and defending skills. Building upon these skills, children will learn to pass accurately when moving and developing their ability to shoot towards a target. They will also improve upon what they learned about tactics to support their control of the ball and how to keep it away from a defender. These skills will be explored in more depth in upper key stage 2 where they will then use these skills and tactics and be able to apply strategies to football games including choosing when to pass the ball strategically and defending with greater accuracy and with purpose. The children will learn how to shoot and develop their shooting technique to support their attacking and to score goals. They will also build upon their understanding of teamwork and learn how to effectively attack or defend as part of a team in game situations.

Gymnastics

This gymnastic unit will build upon prior knowledge from lower stage 2 where children have previously practised and combined partner balances and combined these with other actions. These lessons will provide the opportunity for creating longer sequences containing multiple partner and counterbalances as well as a variety of body movements including symmetrical and asymmetrical shapes. Children have previously learnt, practised and refined different types of rolls and methods of travelling and will now utilise these to develop and perform longer sequences including unison and canon. Year 6 will learn and perform different types of jumps on and off apparatus and refine take-off and landing which also extends prior learning from key stage 1 and lower key stage 2.

Personal, social, health and economics (PSHE)



Children will develop their knowledge of the benefits of living in a diverse community and recognise and celebrate its diversity. This will build upon previous learning in lower key stage 2 about discrimination and stereotypes. Children will learn about the connections between physical, emotional and mental health and explore what positively and negatively affects all of these areas. This will also extend the knowledge they learnt in lower key stage 2, where they began to understand the concept of a 'balanced lifestyle', including the importance of sufficient good sleep.

Music



Children will continue to listen, appraise and perform music. They 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 develop an understanding of the history of music. This unit will build upon their appraisal skills, giving opinions about specific genres of music, whilst becoming more confident applying technical vocabulary. Building on learning from lower key stage 2, the children will now be more secure in reading and playing some conventional music symbols using note values of minim, crochet and quaver. 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.