



Upper key stage 2 (5/6) Summer Term B

History



Children will explore the rise of the British Empire and examine its expansion across the globe. This topic will build significantly upon the children’s prior knowledge of other empires such as the Romans as studied in lower key stage 2. Building upon their prior knowledge of the Victorian era and the reign of Queen Victoria, children will be exploring the British Raj, its impact on Indian culture and considering varied viewpoints of the British Empire. This unit will allow children to explore the countries and cultures that formed the British Empire and consider the moral implications of the East India Trading company and expansion of the Empire. Children will use a variety of primary and secondary sources to support their understanding and create a balanced argument which brings together the knowledge they will have gained during this topic.

Geography



Children will conduct an in-depth study of a country in Asia, with focus on India. This unit will ensure that year 6 children have studied a country in all continents of the world with Asia being the last this term. Previously, they have explored a country or focussed on a specific continent covering the other 6 world continents since early years. They will use longitude and latitude to locate the country on the world map, identify and map human and physical features and discuss how these impact Indian culture and society. They will learn about how India contributes to the world’s spice trade and how India has the perfect conditions for spice production. This will build upon prior knowledge gained in lower key stage 2 where children learnt about food exports from Brazil and other locations within the Amazon rainforest. The children will also build upon their prior knowledge of population change from their London topic earlier this year as well as deepening their understanding of the impact of urbanisation. They will be able to make comparisons between the UK and India, developing their understanding of how countries adapt to their surroundings e.g. Himalayas Mountain Range and climate. Through the exploration of India, children will learn about different cultures and develop an appreciation for the diverse world, beyond the UK and Europe. Finally, children will present their findings through a non-chronological report about India, demonstrating their knowledge gained through this topic. This will link to their learning in English as well as providing them with the opportunity to demonstrate their place knowledge.

Science



Children will research and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by building on their previous knowledge of animal classes from key stage 1. They will develop their understanding of seed formation and pollination, acquired in lower key stage two, by studying the life process of reproduction in plants and animals. This will allow the children to develop their appreciation of the natural world by comparing different types of reproduction in nature. Later, the children will have the opportunity to explore the changes humans experience as they get older by studying the human timeline and its different stages. Linking closely to this term’s PSHE topic, children will also learn about the changes that occur to the human body during puberty to ensure they have the appropriate knowledge ready for their next stage of education.

Religious Education (RE)



Year 5: Children will deepen their understanding of key beliefs about God having previously explored in depth Christian, Muslim and Jewish beliefs. They will understand that the Hindus believe in One God (Brahman) who is represented by many gods who reveal the different aspects of The One. The importance of worship (puja), and prayer in understanding further the three main aspects of God known as the Trimurti will also be explored. They will explore the Hindu belief that these three Gods represent different aspects of Brahman and are known as: Brahma (creator), Vishnu (preserver) and Shiva (destroyer) and how these link to the core belief of reincarnation held by Hindus. They will explore the concept that Hindus perform ‘puja’ in their home to alters and recognise that the Hindu special place of worship is the Mandir: building on concepts taught in key

stage 1 of special places of worship for different religions. Last year, children learnt about sacred texts from different religions and explored how these help to guide people in their everyday lives and shape their moral values. In this unit, they will explore the concept that Hindus do not have one text, but a series of scriptures called Vedas which guide them in their daily lives. The concepts of moksha, dharma and karma will also be examined. Formerly, children explored the importance of religious festivals for Christians, Jews and Muslims and in this unit, they will examine the festival of Diwali, the story behind it and why this is of importance to the core beliefs of Hindus. This will build upon their first exposure of Diwali from EYFS.

Year 6: Children will gain recognition of the social history of Islam and how it has shaped Muslim belief today. They will be able to use theological terms to link sources of authority to different beliefs. They will be able to partake in discussions around the reliability and authenticity of texts that are authoritative for a group of believers. They will learn how beliefs shape the way Muslims view the world in which they live, and how they view others. This topic will aim to show children how beliefs impact on, influence and change individual lives, communities and society and how individuals, communities and society can also shape beliefs. The unit will build upon prior learning in lower key stage 2 where the children developed their understanding of how beliefs have impacted on music and art throughout history in the Muslim religion as well as the Christian religion.

Computing



Year 5:

Children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Children are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, children can reflect on and assess their progress in creating a video. This builds upon work in lower key stage 2 where children have had opportunities to edit images and edit audio files in the form of a podcast. It further develops the idea of evaluating a design throughout the process so that it is fit for purpose which provided the foundation for learning in year 6 where children will be creating websites.





Children will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure works. They will represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. In addition, they will evaluate their program by identifying how it meets the requirements of the task. This builds upon work in key stage 1 and in lower key stage 2 where children have developed an understanding of algorithms, input and output devices and computational thinking.

Year 6:

Children will be introduced to creating websites for a chosen purpose. They will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, they will cover the online safety content area of copyright and fair use of media. They will also pay specific attention to, the aesthetics of the site, and navigation paths. This unit of work builds upon the media creation units taught in year 1 (digital writing) and in year 3 (digital publishing), where children learnt how to plan, create and edit content in the form of text and images.

Programming B

This unit is the final key stage 2 programming unit and brings together elements of all the four programming constructs: sequence from year 3, repetition from year 4, selection from year 5, and variables (introduced in Year 6 – 'Programming A'). It offers children the opportunity to use all constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for children to build in and test within the new programming

	<p>environment, before transferring it to their micro:bit. They will then take on three new projects in lessons 2, 3, and 4, with each lesson adding more depth.</p>
<p>Art and design</p> 	<p>Children will explore, appreciate and respond to the intricate patterns created in traditional Indian artwork, in particular the work of Bharti Dayal. They will explore creating patterns using alternative artistic tools, such as matchsticks, natural dyes and twigs, to create eye-catching geometric artwork inspired by Madhubani art and the traditional culture of India. This will build on their prior knowledge from key stage 1 where they experimented with mixing paint to create patterns and texture in response to Van Gogh and Tinga Tinga art. In lower key stage 2, children continued to develop their use of patterns, through studying Romero Britto's work, by creating bold patterns using pastels to portray both figures and nature in a vibrant light.</p>
<p>Design Technology (DT)</p> 	<p>Children will explore the flavours of Indian cuisine that will enable them to plan and create their own samosa. This will build upon their prior learning from lower key stage 2 where they learned about preparing different types of vegetables and explored how different spices and herbs can be used to add flavour to plan, make and evaluate their own vegetarian soup. As part of the design process this term, children will develop their understanding of Indian herbs and spices used commonly in a range of cuisine, applying the principles of a healthy and varied diet. They will extend their practical cooking knowledge by becoming more confident in using a range of utensils for preparing and cutting vegetables, and by selecting their ingredients from a range of organic and ethical sources.</p>
<p>Physical Education (PE)</p> 	<p>Dance</p> <p>Children will appreciate, explore, learn and apply traditional Indian dance actions and movement patterns to create their own Diwali dance. They will build upon prior knowledge from lower key stage 2 where they have previously responded to a range of stimuli through movement, linked actions to make a short dance phrase as well as using motifs, steps and patterns from historical cultures such as the Tudors. They also have previous experience of moving in time to the music as well as experimenting with a range of actions, speed and tension. Children will build on this knowledge by composing their own Diwali inspired dance that utilises genre-specific movement patterns. They will learn to perform a canon and dance in unison as they work collaboratively with their peers. This unit will support children before they enter key stage 3 where they will learn to perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>Athletics</p> <p>Previously in lower key stage 2, children have learnt how to: stand when throwing to improve control and coordination; which types of throws to use depending on the distance; different types of running including what they can do with their bodies to increase speed when sprinting as well as strategies to improve the distance of their jumps. During this Athletics unit, children's knowledge will be progressed further by learning: different running styles; how to throw different apparatus including a javelin and discus; how to perform a long and triple-jump and techniques for team relay races including how to changeover successfully. This unit will also deepen children's understanding of how warming up affects the body and prepares them for athletic activities as well as noting how some athletic activities can improve strength, suppleness and stamina. They will identify the main strengths of their own and their peers' athletic performance and suggest targets for improving and refining their action.</p>
<p>Personal, social, health and economics (PSHE)</p> 	<p>Enterprise</p> <p>Children will further explore the importance of economic stability as they become responsible citizens of their community and the wider world. Children will learn about budgeting, including what a budget is, how to budget and why it is important in real life. This will build on the children's prior knowledge in lower key stage 2 where they have begun to develop their understanding of financial management and why it is important</p>

to have this knowledge and skill from a young age. Children will be becoming more confident in discussing their own spending choices and habits. Children will learn key terms such as loan, interest and VAT, understanding their importance in economic society and how this impacts their life when designing and pricing their own product. Children will understand why financial management and planning is important. Children will begin to show initiative and take responsibility for activities that develop enterprise capability and enable children to make connections to their own future economic well-being.

SRE

Children will develop their understanding of the key building blocks to healthy, respectful relationships, focusing on family and friendships. Children will build on their prior knowledge of naming the key external body parts and the differences between males and females, both physically, mentally and emotionally to learn the scientific names of external and internal body parts of the male and female reproductive system. Children will learn why it is important to develop good hygiene habits and how to stay hygienic during the stage of puberty. To build on children's knowledge of a basic introduction to emotional and physical changes in puberty, children will learn about menstruation and nocturnal emissions and how these changes affect you emotionally as well as physically. Children in year 6 will also be learning about conception and pregnancy. This will build on their knowledge of the importance of judging which physical contact is acceptable and not acceptable. Children will develop a strong understanding of the importance of permission seeking and giving in relationships with friends, peers and adults in preparation for their adolescent life.

Music



Year 5: Freedom to Improvise

This unit celebrates a wide range of musical styles which supports the key areas of the English Model Music Curriculum: Listening, Singing, Playing Composing and Performing. During the term children will be singing and playing in the style of pop, orchestral and funk.

Musical understanding will contain the 3/4 time signature (3 crotchet beats to the bar) in D Major with a slow tempo (Adagio); this builds upon previous use of faster tempos used for musical understand in year 5 such as Allegro (brisk).

During appraisal listening sessions, children will listen to K Pop (Korean pop); this brings listening styles right up to date and builds upon previous listening activities. They will be encouraged to evaluate the music they are studying and answer questions accordingly.

Children will have the opportunity to compose in the key of D minor, in the style of Pop, and improvise in the time signatures of 3/4, in Orchestral style; this builds upon previous improvising exercises in year 5 such as South African pop in 4/4. When the children transition into year 6, they will be playing, singing and listening to soul music.

Year 6: Improvising with Confidence

This unit celebrates a wide range of musical styles which supports the key areas of the English Model Music Curriculum: Listening, Singing, Playing Composing and Performing. During the term, the children will be singing and playing in hip hop and gospel, as well as building on previous knowledge with salsa.

Musical understanding will contain the 6/8 time signature (six quaver beats to the bar) which builds upon previous time signatures from previous units including 2/4 and 5/4. Playing opportunities will include glockenspiel and recorder using the notes F, G, C, Ab, Bb, Eb, Db, in the key signature of F minor. This builds on previous knowledge of major keys including G major and D minor.

	<p>The children will have the experience of improvising using notes from the G major scale in the 5/4 (5 Crotchet beats per bar) time signature. This builds upon their improvising experience in more common time signatures such as 2/4; they will also compose using notes from F minor key signature. The learning gained from this unit of work will prepare the children for their next stage of learning.</p>
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A clear understanding of the following note values: Semibreves, minims, dotted minims, crotchets, dotted crotchets, quavers and how they can be applied to a pulse is intended to assist children entering music lessons in secondary school.