# CURRICULUM OVERVIEW FOR LKS2 2018 – 2019

## Extreme Survival | Autumn 1

### Immersive Experience

Trip to London Zoo with a focus on how animals survive in extreme conditions OR design and make an animal shelter in the playground.

| History | Geography | Art and Design |
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| Research key explorers from history – Scott of the Antarctic etc.<br><br>• Research Scott of the Antarctic and place events on a timeline, counting back in centuries<br>• Research to find answers to specific historical questions from around this time<br>• Explain how events from the past have shaped our lives today | Use maps and atlases to locate continents and countries around the world. Identify key geographical features e.g. deserts, rainforests, polar regions etc. Study of people and place – compare Bedouin and Aboriginal life with our own lives. How do they adapt their way of life in order to survive? Compare Inuit and Dolgan way of life to our own. Find out about environmental issues threatening plants and wildlife in different regions.<br><br>• Describe and understand key aspect of physical geography including climate zones<br>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.<br>• Describe geographical similarities and differences between countries | Outcome - Design and use modelling techniques to create an Arctic habitat in a shoebox.<br>Skills:<br><br>- Sculpt clay and other mouldable materials |

| | • Ask and answer geographical questions about the physical and human characteristics of a location | |
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| Music | Design and Technology | Science |
| Charanga:<br>Mars – Let Your Spirit Fly<br>Jupiter – Mamma Mia | Outcome - Design and make a healthy survival snack.<br>Skills:<br>- I can describe how food ingredients come together.<br>- I know how to be both hygienic and safe when using food.<br>-<br>Cooking (Using Islington Get Cooking Handbook)<br>Mars – Apple Crumble<br>Jupiter – Lentil Soup<br><br>Outcome - Design and make an outfit to keep a teddy bear warm in the Arctic.<br>Outcome -Design and make a shelter in the school grounds.<br>Skills:<br>- I can follow a step-by-step plan, choosing the right equipment and materials. I can use ideas from other people when I am designing. I can produce a plan and explain it.<br>- I can work accurately to measure, make cuts and make holes. I can measure accurately using | Research different habitats and environments and identify a range of organisms that live in them. Create food chains for different hot and cold environments. Find out what our bodies need in order to survive. Find out about insulating materials – how could we keep warm in a cold environment?<br><br>Mars – Animals Including Humans (Year 3 and 4)<br>Jupiter - Animals Including Humans (Year 3 and 4)<br>- Forces and Magnets (Year 3) |

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| | mathematical skills appropriate to my age<br>- I can persevere and adapt my work when my original ideas do not work<br>- I can prove that my design meets some set criteria. I can design a product and make sure that it looks attractive. I can evaluate and suggest improvements for my designs.<br>- I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for given task. I can present a product in an interesting way. I can evaluate products for both their purpose and appearance | |
| **ICT** | **PSHCE/ Citizenship** | |
| • Use computer based mapping programmes (Google Earth etc.) to explore world environments.<br>• To edit text features (colour, bold, text art) and insert charts into word processing documents<br>• To begin to insert hyper links and explore a range of other features of text within word processing documents. | Consider how communities adapt to hot or cold environments. Investigate differences in housing, food, and clothing and say why these are influenced by where they live. | |

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| • To explore the effects of peer pressure on others in using the internet. | | |

## Transport                                                             Autumn 2

### Immersive Experience

Paddington Bear arrives in the classroom with an identity label. Children use clues to find out where he has come from and how he could have got there.

| History | Geography | Art and Design |
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| Research key historical figures involved in the development of transport. Research James Starley and the invention of bicycles. Sequence the development of a product's design over time e.g. cars or bicycles.<br><br>• Use evidence to ask questions and find answers to questions about the past including the history of airplanes, bicycles and trains,<br>• Suggest suitable sources of evidence for historical enquiries around transport.<br>• Suggest causes and consequences of some of the main events and changes in history.<br>• Children independently sort and organise into chronological order, the landmarks of bicycle design throughout history. | Use map skills to identify key locations and transport routes, focusing on the local area. Look at the location of international airports around the world and their key features. Investigate and compare the most popular types of transport in a certain locality.<br>• Ask and answer geographical questions about the physical and human characteristics of a location.<br>• Use maps, atlases and digital/computer mapping to locate countries and describe features. Chn look closely at transport used within different cultures.<br>• Describe how some locations around the world are changing and explain some of the reasons for change. Chn locate localities on a map and identify transport links. | Outcome - Create a road safety poster. Design a topic book cover using different types of wheels and tracks.<br><br>Skills:<br>- Using I.T. to create art which uses my own work as well as that of others & use digital media<br>- Integrate my digital images into art |

| Music | Design and Technology | Science |
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| Charanga:<br>Mars – Glockenspiel Stage 1<br>Jupiter – Glockenspiel Stage 2 | Outcome - Design and build a model airport.<br><br>Skills:<br>- I can follow a step-by-step plan, choosing the right equipment and materials. I can use ideas from other people when I am designing. I can produce a plan and explain it.<br>- I can work accurately to measure, make cuts and make holes. I can measure accurately using mathematical skills appropriate to my age<br>- I can persevere and adapt my work when my original ideas do not work<br>- I can prove that my design meets some set criteria. I can design a product and make sure that it looks attractive. I can evaluate and suggest improvements for my designs.<br>- I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for given task. I can present a product in an interesting | Investigate the forces involved in flight and in moving vehicles. Find out about the impact of friction.<br><br>Mars – Forces and Magnets (Year 3)<br>Jupiter - Forces and Magnets (Year 3) (contd.)<br>- Electricity (Year 4) |

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| | way. I can evaluate products for both their purpose and appearance |

| ICT | PSHCE/ Citizenship | |
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| • Use tablets and computers to research different modes of transport and key figures. Use programmes such as 'tagxedo' and 'tag galaxy.'<br>• Taking photos and beginning to explore the features available on the camera – low light, flash etc.- and how to effectively use these<br>• Using and editing photos of transportation using a selection of different editing tools.<br>• Further our understanding of peer-pressure and understanding that strangers may not be who they say are. | Compare laws and rules within different religions/cultures. What rules do we have to keep people/children safe? Research traffic laws and rules – the green cross code etc. | |

## The World's Kitchen                                                    Spring 1

### Immersive Experience

A food tasting session matching foods from around the world to the country they are from or known from.

| History | Geography | Art and Design |
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| Research changing food habits over the last 100 years in Britain. Experience foods from different time periods.<br>• Gain knowledge of the essential chronology of Britain's history (to include: Middle Ages, Victorians, WW2 and | Use maps to locate continents, countries and oceans. Research food and farming around the world.<br>• Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and | Outcome - Use a range of sketching and drawing techniques to draw fruits and vegetables. Use sketches to create faces in the style of Arcimboldo.<br><br>Skills: |

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| modern advances in technology 1960s-present day). | human characteristics, countries, and major cities; Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country, and a region or area within North or South America.<br><br>• Understand and describe key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | - Explaining similarities & differences between different artists & how it makes me feel<br>- Exploring a range of different artists work, and how they achieved their art work<br>- Using pencil to shade in different ways (dots, cross hatching, lines)<br>- Using pencil to outline, sketch and shade in different ways / use line, tone, shape to show movement |
| **Music** | **Design and Technology** | **Science** |
| Charanga:<br>Mars – Three Little Birds<br>Jupiter – Stop! | Outcome - Taste, evaluate and cook a range of international cuisines. Design a healthy, Spanish-inspired recipe – e.g. Magdalenas cupcakes or Patatas Bravas<br><br>Skills:<br>- I can describe how food ingredients come together.<br>- I know how to be both hygienic and safe when using food.<br>-<br>Cooking (Using Islington Get Cooking Handbook) | Mars – Light (Year 3)<br>Jupiter – Light (Year 3) |

| | Mars – Apple Crumble<br>Jupiter – Yoghurt and Banana Biscuits | |
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| **ICT** | **PSHCE/ Citizenship** | |
| • Create a cooking blog with comments on cooking and meals the children have eaten.<br>• Use search engines to gather information on a chosen topic.<br>• Understand how web addresses work and what a URL is<br>• Review a selection of other blogs and discuss how they could be modified and improved. Aldo distinguish the target audience for the blogs.<br>• Continue to explore the dangers of peer-pressure online and the threat that strangers can have online. | Discuss issues linked to food poverty and fair trade – investigate issues of famine. Research the role of different charities in providing food aid. | |

# China                                                                                    Spring 2

| **Immersive Experience** |
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| Hold a China day in school. Children are to come into school wearing something red. Children should experience activities such as: Chinese writing, Tai Chi or a Lion dance, Chinese food and Chinese art. |

| **History** | **Geography** | **Art and Design** |
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| Research the events and way of life of the Ancient Shang dynasty of China (1766BC – 1046BC). Evaluate the legacy of the Shang Dynasty.<br>• The achievements of the earliest | Use maps, atlases and /or online mapping to locate continents, countries and cities of the world. Identify key geographical features of China. Compare the UK and China. | Outcome - Design and make a Chinese clay dragon.<br><br>Skills: |

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| civilizations—a depth study of the Shang Dynasty of Ancient China.<br>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br>• Understand our knowledge of the past is constructed from a range of sources.<br>• Develop a chronologically secure knowledge and understanding of British, local and world history. | • Use maps, atlases and globes and digital / computer mapping to locate countries and describe features studied.<br>• Describe and understand key aspects of physical and human geography | - Sculpt clay and other mouldable materials<br>- Choosing colours that complement each other & to mix colours to create a new tint or tone<br>- Use a range of brushes to create different effect/ can show facial expression in art |
| **Music** | **Design and Technology** | **Science** |
| Compose and perform music to accompany a Chinese Lion dance.<br><br>Charanga:<br>Mars – The Dragon Song<br>Jupiter – The Dragon Song | Outcome -Prepare and cook Chinese food.<br>E.g – healthy noodle and vegetable stirfry<br>Skills:<br>- I can describe how food ingredients come together.<br>- I know how to be both hygienic and safe when using food. | Mars – States of Matter (Year 4)<br>Jupiter – Sound (Year 4) |
| **ICT** | **PSHCE/ Citizenship** | |
| • Data enter data into Spread sheets and understand and use terms like cells, rows and columns.<br>• Data- use data showing China's growth in population to create charts and graphs.<br>• Begin to explore the importance of keeping personal information (date of | Learn about the system of education and schooling in China. | |

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| birth, email addresses and passwords) safe from others.<br>• To explore and make a set of rules of how to keep my personal information safe online. | |

## Meet the Flintstones — Summer 1

### Immersive Experience

Teacher to dress up in role as a caveman for children to ask questions.

| History | Geography | Art and Design |
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| Sequence events from the Stone, Bronze and Iron Age on a timeline. Understand the importance of Stone Age inventions. Understand how the introduction of farming changed Stone Age life. Study life on Skara Brae. Investigate life as a caveman.<br><br>• Use evidence to ask questions and find answers to questions about the past.<br>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br>• Describe the characteristic features of the past, including experiences of everyday life.<br>• Understand the concept of change over time, representing this, along with evidence, on a time line from the Stone Ae to the Iron Age. | • Know the location and contexts of places studied and some significant other places (location and context). | Outcome - Make drawings of the stages of early man. Reproduce cave paintings. Create a mould for an arrow head. Design and make a decorated pot.<br><br>Skills :<br>- Using pencil to shade in different ways (dots, cross hatching, lines)<br>- Using pencil to outline, sketch and shade in different ways / use line, tone, shape to show movement<br>- Choosing colours that complement each other & to mix colours to create a new tint or tone<br>- Using paint in different ways to create a wash, add details<br>- Sculpt clay and other mouldable materials |

- Place events, artefacts and historical figures on a time line using dates.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe different accounts of historical events, explaining some of the ways the accounts may differ.

| Music | Design and Technology | Science |
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| Charanga:<br>Mars – Bringing Us Together<br>Jupiter - Blackbird | Outcome - Design, make and evaluate a moving vehicle to transport rocks. Design and make a model of an early settlement.<br><br>Skills:<br>- I can follow a step-by-step plan, choosing the right equipment and materials. I can use ideas from other people when I am designing. I can produce a plan and explain it.<br>- I can work accurately to measure, make cuts and make holes. I can measure accurately using mathematical skills appropriate to my age<br>- I can persevere and adapt my work when my original ideas do not work I can make a product which uses both electrical and mechanical components | Investigate and compare the properties of rocks and other materials. Find out about fossils and create own 'stone-age fossils'.<br><br>Mars – Rocks (Year 3)<br>Jupiter – Rocks (Year 3)<br>- Plants (Year 3) |

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| | - I can prove that my design meets some set criteria. I can design a product and make sure that it looks attractive. I can evaluate and suggest improvements for my designs.<br>- I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for given task. I can present a product in an interesting way. I can evaluate products for both their purpose and appearance<br><br>Cooking (Using Islington Get Cooking Handbook)<br>Mars – Caterlink Bread Workshop<br>Jupiter – Caterlink Bread Workshop | |
| **ICT** | **PSHCE/ Citizenship** | |
| • Use the internet to research life in the Stone Age – particularly life on Skara Brae.<br>• Programming and coding- to use loops and solve errors within coding.<br>• To use interactive tools to complete drawings of artefacts from the stone age time. | | |

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| • Make a list of trustworthy sites and begin to establish what makes a website untrustworthy<br>• Explore how viruses can be contacted by going to untrustworthy websites and the damage they can do on computers.<br>• To continue to develop respect for other's information when online. | | |