

CURRICULUM OVERVIEW FOR UKS2



2018 – 2019

Mexico and the Mayans

Autumn 1

Immersive Experience

Hold a Mexico day in school: Children wear colours of the Mexican flag, prepare and taste Mexican food and learn a Mexican dance. Invite in guests who are from/have been to Mexico. Trip to British History Museum in early October for a workshop on the Mayans and to see some artifacts.

History	Geography	Art and Design
<ul style="list-style-type: none"> • To research the Ancient civilisation of the Mayans (Ad 900). • To evaluate historical opinions as to why the Mayans 'disappeared.' • Study a non-European society that provides a contrast with British history (Mayan civilization AD 900). • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand our knowledge of the past is constructed from a range of sources. • Develop a chronologically secure knowledge and understanding of British, local and world history. 	<ul style="list-style-type: none"> • Map Skills – Locating cities and countries of the world. • Map Skills - Identify lines of latitude and longitude. • Compare the UK and Mexico. • Use maps, atlases and globes and digital / computer mapping to locate countries and describe features studied. • Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones. • Describe and understand key aspects of physical and human geography. • 	<p>Outcome: Design and make a Mayan inspired mask. Design and draw a picture from a historical myth from the Mayans.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Using pencil to outline, sketch and shade in different ways / use line, tone, shape to show movement - Experimenting with different types of pencil to shade draw and sketch in a variety of ways to show texture - Sculpt clay and other mouldable materials - Explain why I have used different tools and techniques in my art

		<ul style="list-style-type: none"> - Creating mood and feeling by using shading, and line, tone, shape and colour to show form & movement - Adding different media to paint to create different effects, to add texture & interest to paintings - Choosing different types of paint (watercolour, oil, poster) to create effect
Music	Design and Technology	Science
<ul style="list-style-type: none"> • To listen to and analyse music from the Mayans time • To use a selection of percussion instruments to create Mayan inspired music. <p>Charanga: Saturn – Living On A Prayer Neptune – I'll Be There Pluto - I'll Be There</p>	<p>Outcome - Prepare and cook Mexican food – e.g. Soft Shell Tacos with homemade salsa</p> <p>Skills:</p> <ul style="list-style-type: none"> - I can measure ingredients accurately when following a recipe. - I show that I can be both hygienic and safe in the kitchen. - I can follow a plan or recipe without support 	<ul style="list-style-type: none"> • Investigate how materials are used to keep people cool in a hot country. <p><u>Saturn</u> – Properties and Changes of Materials (Year 5)</p> <ul style="list-style-type: none"> - States of Matter (Year 4) <p><u>Neptune</u> – Properties and Changes of Materials (Year 5)</p> <ul style="list-style-type: none"> - Electricity (Year 6) <p><u>Pluto</u> – Electricity (Year 6)</p>
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Use and search the internet effectively and safely to gather information on the Mayans. • Identify safe and appropriate sites to use 	<ul style="list-style-type: none"> • To learn about the systems and forms of government in Mexico. 	

<p>when surfing the internet.</p> <ul style="list-style-type: none"> • Begin to understand (through experimental searches) that not everything we read on the internet is true and how information can be edited. • Explore the importance of keeping personal information safe. 		
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<h2>Yes Minister</h2>	<h2>Autumn 2</h2>
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<h3>Immersive Experience</h3>

<p>Trip to the Houses of Parliament – tour round the building and a workshop on campaigning organized for early November. www.parliament.uk/education</p>

History	Geography	Art and Design
<ul style="list-style-type: none"> • To trace the origins of the parliamentary system. • To evaluate primary and secondary sources to find out about Guy Fawkes and the gunpowder plot. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Seek out and analyse a wide range of evidence in order to justify claims about the past. 	<ul style="list-style-type: none"> • Map Skills – Locating different forms of government across the world. • To look at the location of constituencies within the UK. • To look at the political party map from the last general election. • Collect and analyse statistics and other information in order to draw conclusions about locations. • Name and locate some of the countries of the world and their identifying human and physical characteristics. • Describe how some locations around the world are changing and explain some of the reasons for change. • Describe and understand key aspects of 	<p>Outcome - Poster campaign for a political party. Houses of parliament artwork based on piece by Claude Monet.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Exploring a range of different artists and their lives – their inspirations & intentions - Choosing artists to find out about and explore their lives, work and techniques, to inspire my art - Creating art by altering images created, scanned and found - Using a range of e-resources to create art

•	human geography including: settlements, land use, economic activity.	
Music	Design and Technology	Science
<p>Charanga: Saturn – Classroom Jazz 1 Neptune – Classroom Jazz 2 Pluto – Classroom Jazz 2</p>	<p>Outcome - Design and make a 'guy' of a famous figure within popular culture'.</p> <p>Skills:</p> <ul style="list-style-type: none"> - I can come up with a range of ideas after collecting information from different sources. I can suggest alternative plans; outlining the positive features/ draw backs. I can use market research to inform my plans and ideas. I can justify my plans in a convincing way. - I can produce an accurate, detailed, step-by-step plan. I can follow and refine my plans. - I can make a prototype before make a final version. I can show that I consider culture and society in my plans and designs - I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria. I can explain how products should be stored and 	<ul style="list-style-type: none"> • Investigate and explore the properties of different materials through work on creating the guy. <p><u>Saturn</u> – States of Matter (Year 4) (Contd.)</p> <ul style="list-style-type: none"> - Electricity (Year 4) <p><u>Neptune</u> – Electricity (Year 6) (Contd.)</p> <ul style="list-style-type: none"> - Animals Including Humans (Year 5 and 6) <p><u>Pluto</u> – Animals Including Humans (Year 5 and 6)</p>

	<p>give reasons. I can use a range of tools and equipment competently</p> <ul style="list-style-type: none"> - I can evaluate my product against clear criteria. I can work within a budget. <p>Cooking (Using Islington Get Cooking Handbook) Saturn – Lentil Soup Neptune – Tomato and Carrot Soup Pluto – Tomato and Carrot Soup</p>	
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Reading data from graphs and charts and setting up simple formulae for spread sheets to calculate data. • Begin to input data into graphs then read from these graphs. • Using Spreadsheets to organise and present data into graphs. • Converting information. • Understand how what I do online can be traced back to me and my actions can have future consequences. • To identify why websites have advertisements and begin to explore copyright materials and why we shouldn't copy from them. 	<ul style="list-style-type: none"> • Understand the political and voting systems of the United Kingdom. • To learn about what political parties stand for the importance of their manifestos. 	

Walls and Barricades

Spring 1

Immersive Experience

Invite a drama organisation in to present on the story of Helen, Troy or The Berlin Wall or visit a local castle to explore features of defense or attack.

History	Geography	Art and Design
<ul style="list-style-type: none"> • Children to use a variety of sources to establish what life was like when Hadrian’s Wall was built. • Children to investigate the rise of The Berlin Wall. The children will show an understanding of how events escalate and how lives are affected by rapid change. • Children to create fact files demonstrating their knowledge of significant walls in history. • Children to create timelines to order the significant event in the life of Nelson Mandela. • Children to investigate the defense and attack features of different types of castles. • Use sources of evidence to deduce information about the past. • Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. • Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> • Children to use OS maps and keys to locate and describe the features of Hadrian’s Wall. • Children to compare and contrast the information that can be obtained through the use of an atlas or Google Earth when investigating The Great Wall of China. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns. • Identify and describe how the physical features affect the human activity within a location. • To describe and understand aspects of physical geography– the formation of sill. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristics and land use. • To use Ordinance Survey symbols to communicate understanding of location. • Analyse and give views on the effectiveness of different geographical 	<p>Outcome - Children to explore the techniques of graffiti, including font style, colours and layers used to create a piece of graffiti artwork.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Exploring a range of different artists and their lives – their inspirations & intentions - Choosing artists to find out about and explore their lives, work and techniques, to inspire my art - Experimenting with different types of pencil to shade draw and sketch in a variety of ways to show texture - Using appropriate types of pencil to produce the effect for my art work - Adding different media to paint to create different effects, to add texture & interest to paintings - Choosing different types of paint (watercolour, oil, poster) to create effect

<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use original ways to present information and ideas. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Understand the concepts of change in history and how change impacted on life. • Use appropriate historical vocabulary to communicate. • Use literacy skills to exceptional standard to communicate information about the past. • 	<p>representations of a location (such as aerial images compared with maps).</p>	
<p>Music</p>	<p>Design and Technology</p>	<p>Science</p>
<ul style="list-style-type: none"> • To learn and sing songs with expression and confidence. • To use a selection of instruments and props to create songs recalling the story of the Trojan war. <p>Charanga: Saturn – Make You Feel My Love Neptune – A New Year Carol Pluto - A New Year Carol</p>	<p>Outcome - Children to use the influence of layers within walls to design and make a layered piece of textile art.</p> <p>Outcome - Children to design and make a Lego model of a castle and its defence system.</p> <p>Skills:</p> <ul style="list-style-type: none"> - I can come up with a range of ideas after collecting information from different sources. I can suggest alternative plans; outlining the positive features/ draw backs. I can use market research to 	<p>Children to use their knowledge of how to conduct an investigation and forces to establish with scientific understanding, the best way to move large stones used to build great walls.</p> <p><u>Saturn</u> – Forces (Year 5)</p> <p><u>Neptune</u> – Forces (Year 5)</p> <p><u>Pluto</u> – Animals Including Humans (Year 5 and 6)</p>

	<p>inform my plans and ideas. I can justify my plans in a convincing way.</p> <ul style="list-style-type: none"> - I can produce an accurate, detailed, step-by-step plan. I can follow and refine my plans. - I can make a prototype before make a final version. I can show that I consider culture and society in my plans and designs - I can explain how a product will appeal to a specific audience.I can evaluate appearance and function against original criteria. I can explain how products should be stored and give reasons. I can use a range of tools and equipment competently - I can evaluate my product against clear criteria. I can work within a budget. 	
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Use Google Earth to look at walls around the world • Use sounds and pictures to create an image of the effects of walls. • To use a selection of instruments and props to create songs recalling the story of the Trojan war. 	<ul style="list-style-type: none"> • Discuss the impact that building a wall to separate people would have. Look at images to explore the feelings and emotions at the time of the Berlin Wall. 	

<ul style="list-style-type: none"> • Use visual and sound effects from multimedia devices to create an online image of wall.] • To use our digital work to make whole class presentations on walls and barricades from around the world. • To explore and remember the importance of not talking to or trusting strangers online. 		
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Disaster

Spring 2

Immersive Experience

<ul style="list-style-type: none"> • Trip to the Natural History Museum London • Visit from the mobile planetarium show 'Down to Earth' based on Volcanoes www.sciencediscoverydome.co.uk • Link with a local secondary school's science department for some explosive science linked to the idea of pressure and volcanoes • Make your own exploding volcano! http://www.stormthecastle.com/how-to-make-a/how-to-make-a-volcano-for-school.htm
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History	Geography	Art and Design
<ul style="list-style-type: none"> • Placing significant volcanic eruptions and earthquakes on a timeline. • Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD. • Looking at archaeologists and how they discover lost cities and how tourists visit to find out more. • Explore different disasters throughout a long period of time: continuity and change, causes and consequences; similarities and differences to make 	<ul style="list-style-type: none"> • Map Skills – Locating Volcanoes around the earth and naming the countries and continents where they can be found. • Looking at the physical features of the Earth: Tectonic Plates geographical patterns etc. • Study of people and place – why do people live near volcanoes and earthquakes. • Focussed study of 2011 Earthquake in Japan. Effects of Volcanoes and 	<p>Outcome - 'Take One Picture' Photos of people fixed by ash – Modroc models of bodies in poses of everyday life.</p> <p>Skills :</p> <ul style="list-style-type: none"> - Exploring a range of different artists and their lives – their inspirations & intentions - Choosing artists to find out about and explore their lives, work and techniques, to inspire my art - Sculpt clay and other mouldable materials

<p>connections and analyse trends.</p> <ul style="list-style-type: none"> • Select appropriate primary/secondary sources to develop understanding, support arguments and present findings • Use historical enquiry skills when looking at disasters from the past and look at contrasting views with different types of evidence. 	<p>Earthquakes on settlements.</p> <ul style="list-style-type: none"> • Identify latitude, longitude, hemispheres and the world's countries being able to identify the key aspects of countries physicality including volcanoes and earthquakes • Understanding of how the physical features affect the human activity with in a location 	<ul style="list-style-type: none"> - Creating mood and feeling by using shading, and line, tone, shape and colour to show form & movement - Explain why I have used different tools and techniques in my art
<p>Music</p>	<p>Design and Technology</p>	<p>Science</p>
<ul style="list-style-type: none"> • To use a video clip as the basis of a piece of music to portray the process of a volcanic eruption. <p>Charanga: Saturn – The Fresh Prince Of Bel Air Neptune – Happy Pluto - Happy</p>	<p>Outcome - Using moldable materials - design and make a volcano.</p> <p>Skills:</p> <ul style="list-style-type: none"> - I can come up with a range of ideas after collecting information from different sources. I can suggest alternative plans; outlining the positive features/ draw backs. I can use market research to inform my plans and ideas. I can justify my plans in a convincing way. - I can produce an accurate, detailed, step-by-step plan. I can follow and refine my plans. - I can make a prototype before make a final version. I can show that I consider culture and society in my plans and designs 	<ul style="list-style-type: none"> • Study of forces inside a volcano and plate tectonics. • Changing State: Solids, liquids and gases all within a volcano. <p><u>Saturn</u> – Sound (Year 4)</p> <p><u>Neptune</u> – Light (Year 6)</p> <p><u>Pluto</u> – Light (Year 6)</p>

	<ul style="list-style-type: none"> - I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria. I can explain how products should be stored and give reasons. I can use a range of tools and equipment competently. - I can evaluate my product against clear criteria. I can work within a budget. <p>Cooking (Using Islington Get Cooking Handbook) Saturn – Pasta Salad Neptune – Spicy Veggie Pasta Pluto – Spicy Veggie Pasta</p>	
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Programing and coding- to use coding to create their own erupting volcano. • To use algorithms and loops to complete a series of commands. • To solve problems and identify errors within a series of commands in programming. • To use spread sheets and databases to explore patterns and relationships in data. • To continue to explore the potential dangers possessed within social media. 	<p>What can communities do to 'help' after a natural disaster? Make an 'Emergency Plan' explaining the response strategy.</p>	

Invaders

Summer 1

Immersive Experience

In the hall, recreate invasion of Britain, wearing clothes and shields of invaders.

History	Geography	Art and Design
<ul style="list-style-type: none"> • Looking at the historical reasons for invasion. • To begin to understand the role of an archaeologist to piece together information and create a picture of the past. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns: and understand how some of these aspects have changed over time. • Describe how countries and geographical regions are interconnected and independent. • Describe and understand 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. • Identify and describe how the physical features affect the human activity within a 	<p>Outcome: Use observational skills and a range of different artistic techniques to draw houses and artefacts. To use observational skills to produce detailed drawings</p> <p>Skills:</p> <ul style="list-style-type: none"> - Experimenting with different types of pencil to shade draw and sketch in a variety of ways to show texture - Using appropriate types of pencil to produce the effect for my art work

	<p>location.</p> <ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 	
Music	Design and Technology	Science
<p>Charanga: Saturn – Dancing In The Street Neptune – You’ve Got A Friend Pluto – You’ve Got A Friend</p>	<p>Outcome - Design and make an Anglo-Saxon shield.</p> <p>Outcome - Develop knowledge of nets and structures to plan, design and reproduce an Anglo Saxon settlement.</p> <p>Skills:</p> <ul style="list-style-type: none"> - I can come up with a range of ideas after collecting information from different sources. I can suggest alternative plans; outlining the positive features/ draw backs. I can use market research to inform my plans and ideas. I can justify my plans in a convincing way. - I can produce an accurate, detailed, step-by-step plan. I can follow and refine my plans. - I can make a prototype before make a final version. I can show that I consider culture and society in my plans and designs - I can explain how a product will appeal to a specific audience.I can evaluate appearance and function against original criteria. I can explain how products 	<p><u>Saturn</u> – Earth and Space (Year 5)</p> <p><u>Neptune</u> – Earth and Space (Year 5) - Evolution and Inheritance (Year 6)</p> <p><u>Pluto</u> – Evolution and Inheritance (Year 6)</p>

	<p>should be stored and give reasons. I can use a range of tools and equipment competently</p> <ul style="list-style-type: none"> - I can evaluate my product against clear criteria. I can work within a budget. <p>To understand cooking using home grown ingredients.</p> <p>Cooking (Using Islington Get Cooking Handbook)</p> <p>Saturn – Caribbean Fruit Salad</p> <p>Neptune – Greek Salad</p> <p>Pluto – Greek Salad</p>	
ICT	PSHCE/ Citizenship	
<ul style="list-style-type: none"> • Use computing techniques (multimedia and digital media) to create final presentations based on learning (celebration event). • To review all dangers posed by online social media activity by completing role-play activities • To actively fight against cyber bullying and recall the effects of my own digital foot prints on the internet. 	<ul style="list-style-type: none"> • Consider how life in Britian, and the culture of the UK has been enriched by immigration. 	