



Upper Key Stage 2 Overview 2020 - 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Marvellous Mountains		Awesome Aztecs and Magnificent Mayans		Competition: Japan and the Olympics	
R.E	Domestic Church: Loving, Judaism: Rom-Kippur and Rosh Hashannah, Reconciliation: Vocation and Commitment and Advent: Expectations.		Local Church: Sources, Islam: The Five Pillars, Eucharist: Unity and Lent / Easter: Death and New Life.		Pentecost: Witnesses, Baptism / Confirmation: Healing Responsibility and Universal Church: Common Good.	
LITERACY (Taught through our topic for that term. Classes will also have comprehension/SPAG lessons, daily guided reading and Spellings each week)	<p>Year 6 Writing Genres: The Himalayas: Explanation text Journey up the mountain: Diary of a Mountaineer Hillary and Irvine, Did they make it? Balanced Argument Ski resort: Travel brochure Year 6/5 Writing Genres: The Ridge: Narrative (settings and story ending from a different perspective) The Himalayas: Explanation text India through a child's eyes: Narrative (Detailed scene description) Should there be tourism in the mountains: Balanced argument. Guided Reading Text: When the mountains roared.</p>		<p>Year 6 The Aztecs and Mayans: an information text. Juego De Peolta: Instructions Mayan God: Character description Aztec Jungle: Setting Description Year 6/5 Writing Genres: The Jewelled Jaguar: Newspaper Article The Jewelled Jaguar: Diary entry Poc-ta-Pok: Advertisement Mayan God: Character description Guided Reading Text: The Jewelled Jaguar</p>		<p>Year 6 A famous Olympian: Biography Famous Olympic Moments: Newspaper article. The Stonecutter, The Rice Cakes, Something Wicked this way Comes: Narratives with Morals Why should you visit Japan: Persuasion speech Year 6/5 Writing Genres: North East Olympians: Biography How to prepare of the Olympics: Report Why should you visit Japan: Persuasion speech Guided Reading Text: The Fastest Boy in the World</p>	
NUMERACY (Pupils will receive arithmetic and problem sessions as well as their daily maths lessons)	Topic 1: Place Value, Topic 2: Addition, Subtraction, Multiplication and Division, Topic 3: Fractions, Topic 4: Geometry-Position and direction.		Topic 5: Decimals, Topic 6: Percentages, Topic 7: Algebra, Topic 8: Measurement, Topic 9: Ratio		Topic 10: Geometry-properties of shape, Topic 11: Statistics, Topic 12: Problem solving and investigations.	
SCENCE	Living things in their habitats	Forces	Materials	Earth in space	Animals including humans	STEM
HISTORY	A study of an aspect of British History that		A non-European society that provides		A local history study	

	<p>extends pupil's chronological knowledge beyond 1066: Famous British Climbers</p>	<p>contrasts with British History. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Term 1 (Aztecs and comparing them to Tudor life in England) (Comparing Aztec life to today) (To place events on a timeline, What do artefacts tell us about Aztec life?, What has chocolate got to do with the Aztecs?, Aztec society, Tenochtitlan, How did it all end?, Aztec masks and daily life.)</p> <p>Term 2 (Mayan ruins, Aztec conquest, Mayan artefacts, Mayan city states, Mayan Gods and religions, Mayan daily life, Mayan writing and the end of the Mayans) Comparing Mayan's and the Aztecs</p>	<p>Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p> <p>(Looking at the history of the Olympic games and comparing past Olympic games to modern games) (Looking at famous Olympians from the North East)</p>
GEOGRAPHY	<p>(Understanding mountain environments and where they are located) <u>Human & Physical Geography:</u> - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Locate world's countries, using maps. - Describe and understand key aspects of human geography: economic activity (Tourism) <u>Geographical skills and fieldwork</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Locational Geography</u></p>	<p>(Understanding where Mexico is and to study its human and physical features. To compare Mexico/Central America to other places in the world.) (Draw thematic maps to compare countries and regions) <u>Human & Physical Geography:</u> - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Locate world's countries, using maps. <u>Geographical skills and fieldwork</u> - Use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>(Understanding where Japan is and identifying its regions and cities. Exploring where Japan is in relation to longitude and latitude, Looking at the impact of Earthquakes in Japan, Looking at the physical Geography of Japan and comparing it to another place, study of Japanese culture and population, comparing school life in Japan to our life) <u>Human & Physical Geography:</u> - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Locate world's countries, using maps. - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links. <u>Geographical skills and fieldwork</u></p>

	<p>Identify the position and significance of latitude, longitude, Equator etc...</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Key topographical features in the UK.</p>	<p>and describe features studied.</p> <p><u>Locational Geography</u></p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in a European country and a region within North or South America.</p>	<p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Locational Geography</u></p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones.</p>
ART AND DESIGN	<p><u>Year 6/5</u></p> <p>To create two pieces of mountain art in the style of Albert Bierstadt and Nicholas Roerich: To use sketch book to record observations of mountains.</p> <p>To improve their mastery of art and design techniques using drawing, painting and pastels to create two different mountain scenes.</p> <p>To learn about and compare two artists.</p>	<p><u>Year 6/5</u></p> <p>To find out how Aztec women would use looms to weave fabrics and create a woven bookmark, bracelet or wall hanging.</p> <p>Mayan murals</p> <p>To understand texture and pattern.</p> <p>To develop their observation and painting skills.</p> <p>Texture: To use stories, music and poems to stimuli.</p> <p>Artists using textiles</p> <p>Select and use material.</p> <p>Pattern: To create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purpose.</p> <p>Colour: Hue, tone, shades and mood. Colour for purpose.</p> <p>Drawing: Produce increasingly accurate drawings of people</p> <p><u>Year 5</u></p> <p>As above and also the following:</p> <p>To design and create Maya Masks</p>	<p><u>Year 6/5</u></p> <p>To find out about Japanese Folk art and create a Daruma Doll.</p> <p>To understand the importance of Light and Dark to create a piece of 'Notan' Japanese art.</p> <p>To improve their mastery of art and design techniques, including sculpture.</p> <p>Form: To plan and develop ideas. Shape, form, model and join. Discuss and evaluate their work. Using observation and imagination.</p> <p>Pattern: Create a pattern for purpose.</p> <p>Colour: Hue, hint, tone, shades and mood</p>

		<p>To research <i>Maya</i> masks and design our own. To create a mask using different materials, layers, overlays to create new colours/textures. To evaluate work against their intended outcome and explain their choices for the materials and techniques used. To design kinoptic art of suns and moons. To use line, tone and shading to represent things seen or imagined in three dimensions. To mix colours to express mood</p>	
DESIGN AND TECHNOLOGY	<p><u>Year 6/5</u> To design and create a ski lift Evaluating: Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Evaluate their ideas against original design. Key events and individuals: to look at inventors, designers and engineers of ski-lifts. Making products work: How mechanical systems such as cams and pulleys or gears create movement How to reinforce and strengthen a 3D framework. How to use science to help design and make products that work. To use correct technical vocabulary To understand that materials have a functional and aesthetic qualities.</p>	<p><u>Year 6/5</u> To plan and make Aztec food To understand where food comes from. To understand how to prepare and cook food. To understand nutritional value of food.</p> <p><u>Year 5</u> <u>As above and the following:</u> To plan, design and create a Patolli game board with packaging and advertisement Developing, planning and communicating ideas: Generate ideas through mindmapping and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making in the first attempts fail. Working with tools, equipment, materials and components to make quality products: Select appropriate tools, materials and techniques Measure and mark out accurately Cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p><u>Year 6/5</u> <i>Designing and making at Carp kite for a Japanese festival</i></p> <p>Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve</p>

		Evaluating processes and products: Evaluate the product against the original design specification. Evaluate personally and seek evaluation from others.			their work. Understand how key events and individuals in design and technology have helped shape the world.	
P.E (Newcastle Foundation TBC)	Tennis and Netball	Gymnastics and Dance	Football and Hockey	Rugby and Orienteering	Athletics (Field and Track)	Cricket and Rounders
MUSIC (Following Charanga scheme)	Happy	Classroom Jazz 2	A new year carol	You've got a friend	Music and me	Reflect, rewind and Replay
FRENCH	Madame Johnson from St. Benet Biscop's High School relates her teaching to our topic areas.					
PSHE and RSE	RSE 'Living Life to the full' topic: Created and loved by God. PSHE: Health and wellbeing: Healthy Lifestyles, Growing and Changing and Keeping safe.		RSE 'Living Life to the full' topic: Created to love others. PSHE: Relationships: Feelings and emotions, Healthy relationships and Valuing differences.		RSE 'Living Life to the full' topic: Created to live in the community. PSHE: Living in the wider world: Rights and responsibilities, Environment and Money.	
COMPUTING	Throughout the year children will cover the following key skills: Using different technology, using the internet, collaborating and communicating online, creating and publishing, using data, using digital media, programming and simulations and modelling.					
VISITS AND VISITORS Visits TBC	TBC		TBC		TBC	
PARENTAL INVOLVEMENT	TBC	TBC	TBC	TBC	TBC	TBC