

Keevil CE Aided Primary School Curriculum Map – UPPER KEY STAGE 2 Year 1

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;">Science</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 		<p>Light</p> <ul style="list-style-type: none"> ▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Living things and their habitats Inc. classification, life processes, reproduction and adaptation</p> <ul style="list-style-type: none"> ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. ▪ describe the changes as humans develop to old age. ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics. 	
	<p>Keevil Characteristics</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>

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<p>RE</p>	<p>Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?</p> <ul style="list-style-type: none"> • Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christians believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship. 	<p>Understanding Christianity: INCARNATION 2b.4 – Was Jesus the Messiah?</p> <ul style="list-style-type: none"> • Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like. • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument 	<p>Discovery RE: ISLAM Y6 Autumn 1 – What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> • I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • I can think of some ways of showing commitment to God that would be better than others for Muslims. 	<p>Understanding Christianity: SALVATION 2b.6 – What did Jesus do to save human beings?</p> <ul style="list-style-type: none"> • Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been ‘saved’ or rescued by God. • Pupils know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph’s tomb. • Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. • They know that Christians remember Jesus’ sacrifice through the service of Holy Communion/ Lord’s Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. • They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this. 	<p>Understanding Christianity: KINGDOM OF GOD 2b.8 – What kind of king is Jesus?</p> <ul style="list-style-type: none"> • Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). • Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God’s reign will be complete. • Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. • Pupils know the Lord’s Prayer and can explain how this describes the Kingdom of God 	<p>Discovery RE : ISLAM Y6 Summer – Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <ul style="list-style-type: none"> • I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. • I can give examples of times when I misinterpreted something. • I can explain two different Muslim interpretations of Jihad. • I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
	<p>Keevil Characteristics</p>	<p>Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning</p>

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History			World War 2 ❖ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> ▪ a significant turning point in British history, for example, the first railways 			
Keevil Characteristics			Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning			
Geography	Physical Geography <ul style="list-style-type: none"> ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 				Human Geography <ul style="list-style-type: none"> ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
Keevil Characteristics	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning				Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	
Art and Design			Observational Drawing <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. 			
Keevil Characteristics			To develop sketching skills requires resilience, and diligence to learn new ideas.			

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<p style="text-align: center;">Design Technology</p>	<p>Puppets</p> <p><i>Design</i></p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities <p><i>Evaluate</i></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Moving cards</p> <p><i>Design</i></p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of 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varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p><i>Design</i></p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities <p><i>Evaluate</i></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<p>Weaving and Textiles</p> <p><i>Design</i></p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities <p><i>Evaluate</i></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	
	<p>Keevil Characteristics</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas.</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas</p>		<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas</p>

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Computing	E safety + General ICT Skills <ul style="list-style-type: none"> ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 				Programming – Scratch <ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	
Keevil Characteristics	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT				Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT	
Music						
Keevil Characteristics						

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<p>Modern Foreign Language</p>	<p>Numbers</p> <p>Be able to follow key patterns in the French number system, use these patterns to work out unknown numbers, use numbers in context of money, understand and give prices in Euros, talk about yourself and the hobbies you like, work out visual clues to understand new phrases.</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing 	<p>School Timetable</p> <p>Recognise a variety of school subjects; be able to understand sentences about a school timetable; be able to discuss opinions and give reasons; understand the differences between education in France and UK.</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing 	<p>Clothing and Weather</p> <p>Be able to describe a person using vocab for clothing plus adjectives; be able to describe the weather and clothing you may need for each different weather type.</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing 	<p>Seasons and Spring</p> <p>Have a clear understanding about Spring traditions in French; be able to describe the weather; be able to discuss the weather in relation to the seasons.</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing 	<p>Time</p> <p>Understand the time using the 12 and 24 hour clock; be able to extract info from a French timetable; talk about activities you do during the week and discuss opinions about TV programmes. Recognise differences between French and British TV schedules.</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing 	<p>Food and Health</p> <p>Recognise and talk about different food items; express likes and dislikes; discuss whether a food is good for your health or not; be able to write a café scene; be able to understand sums of money in Euros.</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English
	<p>Keevil Characteristics</p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>

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Additional Activities	Possible visit to @Bristol Forest schools	Forest schools 1 minute silence for Remembrance day Operation Christmas Child Children in Need cake sale	Pencelli residential – outdoor learning including orienteering Comic Relief day World book day		Production	Junior Good Citizen (Y6) Sport day
All Keevil Characteristics	The characteristics mentioned for each term are the focus KC, of course there will be elements of resilience, diligence etc. in all learning activities and these will be mentioned during the lesson as appropriate.					