

Year 5/6	Autumn Term	Spring Term	Summer Term	
<p><b>Year A</b></p> <p><b>Art Targets</b></p> <p><b>Design Technology Targets</b></p> <p><b>Geography Targets</b></p> <p><b>History Targets</b></p>	<p><b>Greece/Egypt</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>▪ to use sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ 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]</li> <li>▪ Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>▪ the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt;</li> <li>▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>▪ Myths and Legends</li> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams,</li> </ul>	<p><b>Volcanoes and Earthquakes</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>▪ to use sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ 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]</li> <li>▪ to 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 (including day and night)</li> </ul>	<p><b>Mayan Madness</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>▪ About non-European society (Mayan civilization) that provides contrasts with British history</li> <li>▪ 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 (including day and night)</li> </ul>	<p><b>Olympics/World Cup</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>▪ describe and understand key aspects of:             <ul style="list-style-type: none"> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers,</li> </ul> </li> </ul>

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	<p>levers and linkages]</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>to describe and understand key aspects of:             <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> <li>to use maps, atlases, globes</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
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			and digital/computer mapping to locate countries and describe features studied	
<p><b>Year B</b></p> <p><b>Art Targets</b></p> <p><b>Design Technology Targets</b></p> <p><b>Geography Targets</b></p> <p><b>History Targets</b></p>	<p><b>Settlement of Anglo-Saxons</b> Pupils will learn about:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> </ul>	<p><b>Early Man</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul> <p>This could include:</p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p><b>Weather and Climate</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>to use sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital</li> </ul>	<p><b>Cultural Cuisine</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Anglo-Saxon art and culture</li> <li>▪ Christian conversion - Canterbury, Iona and Lindisfarne</li> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>technologies.</p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</li> </ul>	
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			<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"><li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>	
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- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.