

Upper Key Stage 2

Year 1 of 2 Year Cycle

Term 1 (second half)

Literacy Tree Texts

Year 5

Firebird

Themes:

Future and Past

Year 6

The Hidden Forest

Music

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

RE

Year 5

- Do fame and Christian faith go together?
- How do art and music convey Christmas?

Year 6

- Should every Christian go on a pilgrimage?
- How would Christians advertise Christmas to show what Christmas means today?

AD900

IPC Topic

History

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Pupils should continue to develop:

- a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.

They should:

- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

Big Question (theological underpinning)

What connects me to others?

Design Technology

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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- 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, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- evaluate their ideas and products against their own

Art

- drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.