



# Badger Class UKS2 Term Curriculum Planner

## Science

### Properties of materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

**Chemical reactions (Year 6)** . Identify, with reasons, whether changes in materials are reversible or not. Recognise when a chemical reaction has taken place (change of colour, production of odour, change in temperature, release of gas or formation of solid).

### Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### Earth & Space

- 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.

## History- Ancient Egypt – (Historical Association) Key concept – Monarchy

This unit on Ancient Egypt offers pupils the chance to look at another civilisation very different from their own.

Children can be introduced to the key features of Ancient Egyptian civilisation through the beliefs and attitudes of these ancient people. Children will examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians.

This unit is structured around these over-arching enquiries:

- What did the Ancient Egyptians believe? How do we know? How different were beliefs in Ancient Egypt from today?
- How did religion affect life in Ancient Egypt
- How did Civilisation adapt to the needs of Egyptian life?

**Chronological Knowledge:** Can appreciate ideas of duration and interval (Yr5); Can use dates and specific terms confidently to establish period detail (Yr6)

**Historical enquiry:** Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore .... They offer substantiated reasons why some sources might be treated cautiously (Yr6)

**Interpretations in History:** Can grasp those interpretations might differ depending on the aspect that people are looking at (Yr5)

They know about the importance of slave culture to that society (Yr6)

## Geography – Farming & Fairtrade

**Contextual Knowledge:** I can 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

I can name different types of land use -rural, urban, greenbelt

I can use maps, atlases, globes and digital/computer mapping to locate the major cities in Europe, including Russia.

I can use maps to locate and name some of the counties and cities of the UK.

### Understanding

I understand geographical similarities and differences through the study of human and physical geography of a non-European country and Shropshire

I can describe and understand key aspects of types of land use.

I can explain how people used land and compare this to present day.

I can explain where electricity is generated in the UK

I can explain how electricity is generated and distributed.

I can explain where our food comes from.

I understand the importance of conserving food, water and energy supplies.

I can explain that access to natural resources varies in different countries.

### Geographical enquiry:

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can 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. I 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 tech.

## Art

This Ancient Egypt unit will develop skills in drawing in pencil and charcoal, sketching and 3D sculpture, to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.

## Design & Technology – mechanical systems – Pop Up Book (Kapow)

Pupils who are secure will be able to:

- Produce a suitable plan for each page of their book.
- Produce the structure of the book.
- Assemble the components necessary for all their structures/mechanisms.
- Hide the mechanical elements with more layers using spacers where needed.
- Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.
- Use appropriate materials and captions to illustrate the story.

## Music – Charanga

This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

## Computing - E-safety

- Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.
- Know that it is irresponsible to share images of friends on-line without their permission.
- Know how to report concerns on-line.
- Effectively use a search engine to find multiple criterion using AND/OR to refine searches
- Know how to compare information from different websites and know that some sites may show bias

## Religious Education – Creation Children will be able to:

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.

## PHSE & RSE (Kapow)

**Family & Relationships:** Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes. **Linked to AntiBullying Alliance and Courageous Advocacy.** Learning to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.

**Health & Wellbeing:** Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation. Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals