



**Laithes Primary School**  
**UKS2 Long Term Curriculum Map – Cycle One**



<b>Academic Year:</b>	<b>Year Group:</b>	<b>Teacher:</b>	
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Text Driver</b>			
<b>English Links</b>			
<b>Maths Links</b>			
<b>Other Main Subject Links</b>			

Science	Year Five			Year Six		
Working Scientifically-Y5/6	Animals, including humans	Earth and Space	Forces	Animals, including humans	Light	Electricity
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content</p> <ol style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments..</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ol>

PSHE	Computing	PE	History	Art & Design	Design Technology	Music	Geography
<p><b>Health&amp;WellBeing</b></p> <p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>about the changes that happen as they approach and move through puberty.</li> <li>how commonly available substances and drugs can damage their health and safety.</li> <li>what is meant by the term 'habit'.</li> <li>that pressure to behave in a certain way can come from a variety of sources.</li> <li>to deepen their understanding of risk and how to manage risks responsibly.</li> </ol> <p><b>Relationships</b></p> <p>Pupils should have the opportunity to learn:</p> <p><b>Relationships</b></p> <p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>to recognise ways in which a relationship can be unhealthy.</li> <li>the concept of keeping something confidential or 'secret'.</li> <li>to recognise and challenge stereotypes.</li> <li>to understand the nature and consequences of bullying/discrimination/aggressive behaviours.</li> <li>to recognise how images in the media do not always reflect reality.</li> </ol> <p><b>LivingintheWiderWorld</b></p> <p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>about enterprise and the skills that make someone 'enterprising'.</li> <li>about the role that money plays in their own and others lives.</li> <li>to develop an initial understanding of the terms interest, loan, tax and debt.</li> <li>to appreciate the range of identities in the United Kingdom.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ol>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ol>	<p>Pupils should be taught about the ancient civilisations of Greece and Rome.</p> <p>In addition, pupils should be taught the essential chronology of Britain's history. This will serve as an essential frame of reference for more in-depth study. Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history. Pupils should be taught about key dates, events and significant individuals. They should also be given the opportunity to study local history.</p> <p>Pupils should be taught the following chronology of British history sequentially:</p> <ol style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots e.g Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland);Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor e.g Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g <i>the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain</i></li> </ol>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> <li>to create 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>about great artists, architects and designers in history</li> </ol>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ol style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Make</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> <li>Evaluate</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>Technical knowledge</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, cams and linkages]</li> <li>Cooking and nutrition</li> <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> </ol>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ol>	<p>Pupils should extend their knowledge and understanding beyond the local area to include North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ol style="list-style-type: none"> <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>Place knowledge</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>Human and physical geography describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts,</li> <li>human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Geographical skills and fieldwork</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use 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> <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 technologies.</li> </ol>

R.E Christianity & Buddhism	R.E Christianity & Buddhism
<p><b>Learning About Religion</b></p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religions today</li> <li>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life.</li> <li>Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities.</li> <li>Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and wider world.</li> <li>Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.</li> <li>Describe and begin to understand religious and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest.</li> <li>Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.</li> <li>Use and understand information about religious from a range of sources. They connect up what they learn in RE with the wider world.</li> </ol>	<p><b>Learning from religion</b></p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.</li> <li>Respond to challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn how to handle questions about their commitments and those of others.</li> <li>Discuss their own and others' views of religious truth and belief. Expressing their own ideas. They learn to handle questions about life and the universe around them.</li> <li>Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behavior.</li> <li>Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual leaders.</li> </ol>