

# St Vincent's UKS2 (Year 5 & 6) Curriculum Knowledge Map

	Year A			Year B		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
<b>Value</b>	We are compassionate, caring and loving.	We are respectful of the dignity and wishes of the individual.	We are stewards of our environment and one another.	We believe in practical, hands-on hard work and learning from our mistakes.	We do not judge others.	We build relationships based on trust.
<b>Driving Question</b>	How can we show compassion, care and love to those in need?	Why should we show respect for others and how can we do this?	How can we be stewards of our environment and of one another?	In what practical ways can we learn from our mistakes?	Why should we not judge others?	How can we build trusting relationships?
<b>Catholic Social Teaching</b>	Solidarity and peace  Care for God's Creation	Preferential option for the poor  Life and Dignity of the Human Person	Life and Dignity of the Human Person  Care for God's Creation	The Dignity of Work and the Rights of Workers  Call to Family, Community, and Participation	The Dignity of Work and the Rights of Workers  Preferential option for the poor	Solidarity and peace  Call to Family, Community, and Participation
<b>Possible Cultural Capital Development Opportunities</b>	Interview with a WW2 evacuee  Visit to RAF museum Hendon  Visiting speaker from The Passage	Cultural Food tasting and cooking experience day with invited parents.  Visit to Pizza Express  Visit to British Museum	Development of the Forest School  Visit the Heritage Room and interview with one of the Daughters of Charity.  Visit to a West End show (Y6)	Visit to North London Observatory  Visit to Wonderlab at the Science Museum	Hands on Science workshop (Hearts)  Ancient Greek workshop and cultural day  Interview with a visiting scientist	Ancient Egypt workshop and cultural day  Visit to the Horniman Museum  Visit to a West End show (Y6)
<b>Racial Justice Equality and Diversity (RJED) opportunities</b>	WW2 - why was Kindertransport needed for Jewish children? How does this relate to refugees today?	Benin - Why does the British Museum have the Benin Bronzes and should they be given back?	Which people now and in the past have been stewards of one another: Harriet Tubman, Hattie Carthan, David Attenborough, Malala Yousafai, Fr Damien of Molokai	'Hidden Figures' - who were the women marginalised and forgotten who played a vital role in the space race. Why have we only recently heard of them?	Study 5 significant Italians, how they look different and the judgements they faced in terms of age, gender, race - Balotelli, Andrea Bocelli, Da Vinci, Sophia Loren, Totti	Compare the Ancient Egyptian use of slavery with the Slave Trade (16th-19th Century) and modern slavery today.
<b>Religious Education</b>	<a href="#">See separate 3-year cycle taken from Margaret Carswell Scheme of Work</a>					
<b>English (Write Stuff Units /Key texts)</b>	<b>Non-fiction recount:</b> Letters From The Lighthouse by Emma Carroll <b>Narrative, story:</b> Rose Blanche by Ian McEwan	<b>Poetry:</b> The Most Dangerous Animal in the World <b>Narrative, story:</b> Varmints by Marc Craste	<b>Non-fiction, speech:</b> Greta by Greta Thunberg <b>Poetry:</b> The Malfesance by Alan Bold	<b>Narrative, Science fiction:</b> Cosmic by Frank Cottrell Boyce <b>Narrative, adventure:</b> One Small Step by Taiko Studios	<b>Poetry:</b> Moth by Isabel Thomas <b>Non-fiction timeline:</b> Detailed Timeline on Ancient Greece	<b>Non-fiction Biography</b> Hatshepsut Egypt by Kate Pankhurst <b>Poetry, Rap:</b> Thinker's Rap: My Puppy Poet and Me By Eloise Greenfield.
	<b>Recount</b> <b>Narrative: Story</b>	<b>Poetry</b> <b>Narrative: Story</b>	<b>Speech</b> <b>Poetry</b>	<b>Narrative: Science fiction</b> <b>Narrative: Adventure</b>	<b>Poetry</b> <b>Timeline</b>	<b>Biography</b> <b>Poetry</b>
<b>Maths</b> <a href="#">(See separate maths curriculum map for progression of skills)</a>	<b>Year 5</b> - Place value, addition and subtraction, multiplication and division, fractions	<b>Year 5</b> - Multiplication and divisions, fractions, decimals and percentages, perimeter and area, statistics	<b>Year 5</b> - shape, position and direction, decimals, negative numbers, converting units, volume	<b>Year 5</b> - Place value, addition and subtraction, multiplication and division, fractions	<b>Year 5</b> - Multiplication and divisions, fractions, decimals and percentages, perimeter and area, statistics	<b>Year 5</b> - shape, position and direction, decimals, negative numbers, converting units, volume

	<p><b>Year 6</b> - Place value, four operations, fractions, converting units</p> <p>Use fractions to create accurate nets for 3D lighthouses.</p>	<p><b>Year 6</b>- ratio, algebra, decimals, FDP, APV, statistics</p> <p>Use statistics to present research on seasonality.</p>	<p><b>Year 6</b>- shape, position and direction</p> <p>3D modelling</p>	<p><b>Year 6</b> - Place value, four operations, fractions, converting units</p> <p>Using distances from sun and size of planets to explore place value.</p>	<p><b>Year 6</b>- ratio, algebra, decimals, FDP, APV, statistics</p> <p>Use the ancient Greek number system to solve simple equations.</p>	<p><b>Year 6</b>- shape, position and direction</p> <p>Egyptian maths-build pyramids</p>
<p><b>Science</b></p>	<p><b>Y6- Light:</b> How did a searchlight work in the Blitz? Light travels in straight lines off a reflective surface to the eye, through the cornea; the pupil controls the amount of light. Create a periscope that allows us to see round corners and bends.</p>	<p><b>Living things and their habitats-</b> Animals that live in different regions of West Africa and categorise - mammals, reptiles, amphibians, fish, insects, birds.</p> <p>Describe the differences in the life cycles-mammal, amphibian, insect, bird.</p> <p>Reasons for classifying plants and animals based on specific characteristics.</p> <p>Linnaeus and classification systems- including microorganisms, plants and animals.</p> <p>Life process of reproduction in some plants and animals.</p>	<p><b>Electricity</b> Voltage in cells, drawing recognised symbols</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Working scientifically:</b> fair testing, accurate measuring, recording data, diagrams and graphs, presenting conclusions, comparisons</p> <p><b>Earth and space:</b> Describe the Sun, Earth and Moon as approximately spherical bodies. Describe movement of Earth, moon and planets relative to the Sun in the solar system Explain day and night.</p>	<p><b>Animals including Humans</b> Compare diets of Ancient Greece's to current day - what is the impact of healthy/unhealthy lifestyles?</p> <p>Circulatory system; transportation of nutrients</p> <p><b>Evolution and inheritance:</b> Recognise that living things have changed over time. What are fossils? What fossils could have been found in Ancient Greece?</p> <p>Identify how animals and plants are adapted to suit their environment in different ways- leading to evolution.</p> <p>Compare how offspring vary from parent.</p>	<p><b>Properties and Changes of Materials</b> - compare and group characteristics of materials; how to recover a substance from a solution; filtering, sieving, evaporating; results of irreversible changes</p> <p><b>Forces and magnets</b> - gravity; air resistance, water resistance, friction mechanisms enabling smaller force to have greater effect.</p>
<p><b>History</b></p>	<p><b>Historical Events</b> <b>Lifestyles of people in the past</b></p> <p><i>World War 2: What led to a world conflict on such a huge scale? What were the British people's experiences during WW2? What was the impact of evacuation and Kindertransport?</i></p>	<p><b>Finding out about the past (enquiry)</b></p> <p><i>Benin AD 900 - 1300: Should Britain be allowed to keep the Benin Bronzes?  How did Benin influence our life today?</i></p>	<p><b>Finding out about the past (chronology)</b></p> <p><i>Local History Study- How is St Vincent's School connected to The Daughters of Charity?  Why do individuals see the need to change society, its laws and customs?</i></p>	<p><b>Historical events</b></p> <p><i>The Space Race: What are the main historical events in space exploration?</i></p>	<p><b>Lifestyles of people in the past</b></p> <p><i>Ancient Greece: How did the Ancient Greeks lifestyle compare to ours today?  How have the ancient Greeks influenced our lives today?</i></p>	<p><b>Significant historical people</b></p> <p><i>Ancient Egypt: Who was Tutankhamun?  How did the Ancient Egyptians live and what did they believe?</i></p>
<p><b>Geography</b></p>	<p><b>Locational knowledge</b></p> <p>Investigate the location of the</p>	<p><b>Place knowledge</b></p> <p>Benin empire in West</p>	<p><b>Sustainability</b></p> <p>Consider, connect, analyse and compare different</p>	<p><b>Geographical skills and fieldwork</b></p> <p>Gather data as a primary</p>	<p><b>Human and Physical geography</b></p> <p>Understand, compare and contrast geographical</p>	<p><b>Geographical enquiry</b></p> <p>Ancient Egypt - locate and map locations and a range of</p>

	countries involved in WW2. Describe, compare and contrast the cities and topography of the countries in the different continents. Why were some countries more susceptible to invasion?	Africa, investigate locational knowledge of human, physical and key topological features compared to UK.  Identify the position and significance of latitude and longitude, the equator, tropics and the Prime / Greenwich Meridian and time zones.	viewpoints, perspectives and approaches to sustainability and when changes are made to the environment evaluate the impact on the lives of the people who live there. What considerations of sustainable development affect the planning and management of environments and resources?	source using fieldwork to observe, measure, record, present and analyse the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, six figure grid references on OS maps at different scales and computer/digital technologies.  Local Area Study trip to Mill Hill observatory.	patterns, similarities and differences through the study of human and physical geography between Greece and the UK. Identify and describe in detail the impact of change on the lives of people in Greece & UK.	routes worldwide using six figure grid referencing. Discuss location of early civilization - geographical and human features; why River Nile is important; communicate findings and explain why conditions enabled it to grow and succeed using complex terminology, e.g. <b>erosion, delta, meander.</b>
<b>ICT</b>	<b>Information Technology</b>  Tech4Good project  Children use Google sites, google slides and google docs to plan, create and evaluate a project about how we can use technology for good in this ever changing world.	<b>Digital Literacy</b>  Navigating the Digital World: Using Technology Safely, Respectfully, and Responsibly  Children to explore more advanced topics including social media, gaming, gambling, scams, phishing, content creators.	<b>Computer Science</b>  Exploring Coding and Problem-Solving.  Introduce children to robot coding, or light displays for a practical understanding of how coding can be used.  Using scratch can the children create a water system for the polytunnel that waters plants at different time intervals.	<b>Information Technology</b>  Harnessing Technology: Learning from Mistakes  Children to create online surveys to send to people they know for data collection. Children to analyse and then create a website using something like Wix to produce an output.	<b>Digital Literacy</b>  Create and run a workshop for ks1 about the importance of keeping yourself safe online and your information.  Reviewing what knowledge they have on the subject of staying safe and what would be suitable for teaching KS1.	<b>Computer Science</b>  Problem solving in scratch building trust with partner.. Using their knowledge they have previously used in lks2 they build around the obstacle that has been created for them.
<b>DT</b>	Design, Make and Evaluate  Structures-To use a wider range of tools and equipment to perform practical tasks [to cut, shape, join and finish accurately.  <u>Make Load bearing lighthouses</u>	Design, Make and Evaluate  Food Technology-To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  <u>Design and make a West African savoury dish-</u>	Design, Make and Evaluate  Electrical and mechanical components.  To use electrical systems in their products.  <u>Design a Light-up information board for Forest School</u>	Design, Make and Evaluate  Textiles.  To research and select appropriate textiles according to their functional properties and aesthetic qualities.  <u>Explore suitable materials for space suits and create for a model.</u>	Design, Make and Evaluate  Mechanisms  <u>Make a Greek themed toy for Reception using CAMS</u>	Design, Make and Evaluate  Axels, pulleys and gears  <u>Design and make a pyramid.</u>
<b>Art</b>	<b>Painting</b> <i>Children will create WW2 pictures using painting techniques.</i>  Artists: Anthony Gross	<b>Printing</b> <i>Children will design a multi-layered print to create West-African inspired art.</i>  Artists: Thandiwe Muriu	<b>3D modelling</b> <i>Recyclable materials for models/ model sustainable town</i>  Artists: Andy Goldsworthy	<b>Drawing</b> <i>Space art- mix media drawing.</i>  Artists: Amy Rae Hill	<b>Textiles</b> <i>Research and compare tools used for weaving in ancient Greece and tools used today. Children will create their own weaving pieces to make a collaborative textile piece</i>	<b>Investigating and exploring</b> <i>Egyptian art in differing forms</i>  Artists: David Roberts

					Artists: Aiko Tezuka Julia Bland	
<b>Music</b>	<b>Singing</b> Pupils perform a song including a counter melody composed during WW2 with a sense of ensemble.	<b>Listening and Composing</b> Listen to recorded and live performances of African djembe drumming and create a short piece using drums and xylophones.	<b>Performing and musicianship</b> Pupils will perform in the end of year production with singing and playing melodies on tuned percussion, melodic instruments or keyboards within the middle c-c' range.  Pupils will explore environmentally and sustainably made instruments within their project learning.	<b>Singing</b> Pupils perform a space themed song which includes a counter melody with a sense of ensemble to an audience.	<b>Listening and Composing</b> Children will listen to recorded performances of Greek composer Vangelis and have opportunities to listen to live music. Working in pairs pupils will create a short ternary piece.	<b>Performing and musicianship</b> Pupils will perform in the end of year production with singing and playing melodies on tuned percussion, melodic instruments or keyboards within the middle c-c' range.  Pupils will research musical instruments used by the Egyptians.
<b>PE</b>	<b>Gymnastics</b> Create and perform a structured sequence using a range of complex body movements, shapes and mode of travel.  <b>Games</b> Bat, bowl and field with control. Organise a team tactic for batting and fielding. (rounders, cricket.)  <b>Dance</b> Choreograph, perform and evaluate a dance to perform in small groups to their class focusing on the type of dance and how effective their movements were.	<b>Outdoor Adventurous Activities (OAA)</b> Use clear communication to effectively complete a particular role in a team.  Complete orienteering activities with a high degree of accuracy both as part of a team and independently using a variety of stride lengths, quick turns and show the ability to balance.  <b>Dance</b> Choreograph a dance that uses cannon and mirroring to African music.	<b>Athletics</b> <b>Jumping</b> Refine technique for sprinting and long-distance running, walking and jumping.  Perform a jumping sequence to music that uses vertical jumps and triple jumps with an awareness of accuracy.  Select the most appropriate technique and running pace for a sustained effort over a longer distance of run.  <b>Dance</b> Improvise freely on my own and with a partner developing ideas in response to the stimulus of the project, e.g, sounds of the forest.	<b>Games</b> Lead others in a game situation and officiate. Which include making decisions, enforcing known rules and developing sportsmanship.(trust and respect)  <b>Dance</b> Create a dance and explain how it is formed and performed (English Folk music).	<b>Outdoor Adventurous Activities (OAA)</b> Identify the quickest route to navigate an orienteering course accurately.  Manage an orienteering event for others to compete in.  <b>Dance</b> Create a dance and perform using Greek music as a stimulus that is performed using large body movements that show an awareness of timing, level and mirroring.	<b>Athletics</b> <b>Throwing</b> Begin to throw objects over larger distances using the heave throw and continue to develop other known techniques for improved performance.  <b>Dance</b> Create a complex sequence of dance moves to perform to the school related to ancient Egypt using whole body movements and changes of level, tempo to reflect the mood of a piece.
<b>PSHE</b>	<b>Anti-bullying/friendship</b>  <b>Underwear rule</b>  <b>Religious Understanding</b>	<b>Me, my body, my health</b>  <b>Emotional wellbeing</b>	<b>Life Cycles</b>  <b>Personal Relationships</b>  <b>Religious Understanding</b>  <b>Living in the wide world</b>	<b>Mental Health and wellbeing</b>  <b>Underwear rule</b>  <b>Religious Understanding</b>  <b>Life cycles</b>	<b>Personal Relationships</b>  <b>Life online</b>  <b>Keeping Safe</b>	<b>Religious Understanding</b>  <b>Living in the wider world</b>
<b>MFL: Italian</b>	Classroom language	Italian culture: La Befana	Nature in Summer	Classroom language	Italian culture: La Befana	Ideal city planning

	<p>Email: greetings introducing yourself - family What are their names? Personal and general information - Where are you from? Describe yourself and people - Adjectives- Pronouns. Telling the time Nature in Autumn Italian traditional recipes Numbers up to 100 Christmas and art in Italy</p>	<p>Nature in Winter and Spring The house furniture Prepositions - Where is it? Carnival, Euro The shopping list - Indefinite article Weather forecast - Adverbs The actions- Infinitive verbs Sports - Present Tense My future job Easter tradition</p>	<p>Clothes - Singular and plural nouns Italian famous artist Relatives and Superlatives adjectives City map and tour- Directions Italian mountains and national parks Holydays planning days and months – When? The places of the holidays - Where? Nationalities - Italian alphabet Adjectives</p>	<p>Online meeting: Greetings Introducing yourself families Personal and general information- Where do you live? School subjects and timetable Daily routine - Present Tense The weather forecast in the Seasons. Different types of houses Euro- How much? Big Numbers over 1000 Important events in history Christmas around the World</p>	<p>Birthday party planning Favourite games and hobbies Bilingual version of songs Negative sentences Italian fashion and design Carnival dress Famous people and inventors Adjectives Online shopping Job profile and actions Italian poems Easter and Italian artist</p>	<p>Television broadcast – Adverbs Television and web advertising Describe yourself and people. Italian famous authors and inventors - Past Tense Italian main museums Languages - Adjectives - Prepositions Holidays dream around the World Personal wishes - Future tense</p>
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