


Witton Church Walk
Upper Key Stage 2 Curriculum Overview

Upper Key Stage 2	Autumn A Where my wellies take me... Vikings and Anglo-Saxons	Spring A A Day in the life of... North America (Canada)	Summer A Voyage of discovery... World War II	Autumn B Growing up global... South American Rainforests	Spring B Seeds of change... The Mayan Civilisation	Summer B I wonder... What was the impact of the Industrial Revolution on Northwich?
English	 <p>Key texts: Where my wellies take me by Michael Morpurgo and Mike Jolley Bewoulf by Michael Morpurgo Anglo Saxon Boy by Tony Bradman</p> <p>The Curiositytree Natural World: A Visual Compendium of Wonders from Nature by Amanda Wood</p>	 <p>Key texts: Queen of the Falls by Chris van Allsburg Darwin's Dragons by Lindsay Galvin</p> <p>What Mr Darwin Saw by Mick Manning & Brita Granstrom The Land of Neverbelieve by Norman Messenger</p>	 <p>Key texts: Friend or Foe by Michael Morpurgo Letters from the Lighthouse by Emma Carroll</p> <p>The Missing: The True Story of My Family in World War II by Michael Rosen</p> <p>Star of Fear, Star of Hope by Joe Hoestlandt Rose Blanche bylan McEwan</p>	 <p>Key texts: The Explorer by Katherine Rundell The Vanishing Rainforest by Richard Platt The Lost Book of Adventure- from the notes of an unknown adventurer compiled by Teddy Keen</p> <p>Wild Animals of the South by Dieter Braun</p>	 <p>Key texts: Rain Player by David Wisniewski History in Infographics: The Maya by Jon Richards The Hero Twins: Against The Lords Of Death by Jolley Dan & Witt David The Maya and Chichén Itzá (Time Travel Guides) by Ben Hubbard</p>	 <p>Key texts: Street Child by Berlie Doherty The Bluest of Blues: Anna Atkins and the First Book of Photographs by Fiona Robinson</p> <p>You Wouldn't Want to Be a Victorian Miner! by John Malam & David Antram</p>

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<p>Geography</p>		<p>Place Knowledge NC objective: 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</p> <p>Locational Knowledge NC objective: 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.</p> <p>NC objective: 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)</p> <p>Geographical Skills and Fieldwork NC objective: Use maps, atlases, globes and</p>		<p>Human and Physical Geography NC objective: Describe and understand key aspects of 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.</p> <p>NC objective: Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geographical Skills and Fieldwork NC objective: 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.</p> <p>NC objective: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Geographical Skills and Fieldwork NC objective: 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.</p>
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		digital/computer mapping to locate countries and describe features studied.				
History	<p>Chronology (Stone age to 1066)</p> <p>NC objective: To include: Stone ago to Iron age, Romans, Anglo-Saxons, Vikings. (could include; late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.)</p>		<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p>NC objective: An aspect of theme that takes pupils beyond 1066.</p>		<p>Civilizations from 1000 years ago - a non-European society that provides contrasts with British history</p> <p>NC objective: Choose 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</p>	<p>A Local History Study</p> <p>NC objective: A local study liked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066.</p>
Science	<p>Living things and their habitats (Y5 + Y6)</p> <p>NC objective (Y5): Describe differences in the lifecycles of a mammal, an amphibian, an insect and a bird.</p> <p>NC objective (Y5): Describe the life process of reproduction in some plants and animals. (Include asexual and sexual in plants and sexual reproduction in animals.</p>	<p>Electricity (Y6)</p> <p>NC objective: 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>NC objective: 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>Light (Y6)</p> <p>(Investigation Skills/Working scientifically – Recording and presenting data leading to conclusions.)</p> <p>N.C Objective: Recognise that light appears to travel in straight lines.</p> <p>NC objective: 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.</p>	<p>Animals including humans (Y5 + Y6)</p> <p>N.C Objective (Y5): Describe the changes as humans develop to old age.</p> <p>NC objective (Y6): Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>NC objective (Y6): Recognise the impact of diet, exercise, drugs and</p>	<p>Properties and changes of materials (Y5)</p> <p>NC objective: 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.</p> <p>NC objective: Know that some materials will dissolve in liquid to form a solution, and describe how</p>	<p>Earth and Space (Y5)</p> <p>(Investigation Skills/Working scientifically – Predicting/ comparative/ fair testing.)</p> <p>N.C Objective: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>NC objective: Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as</p>







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	<p>Investigate a naturalist/ animal behaviourist.)</p> <p>NC objective (Y6): Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>NC objective (Y6): Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>NC objective: Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Evolution and inheritance (Y6)</p> <p>N.C Objective: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>NC objective: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>NC objective: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>NC objective: 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.</p> <p>NC objective: Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>lifestyle on the way their bodies function.</p> <p>NC objective (Y6): Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>to recover a substance from a solution.</p> <p>NC objective: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>NC objective: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>NC objective: Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>NC objective: 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.</p> <p>Forces (Y5)</p> <p>N.C Objective: Explain that unsupported objects fall</p>	<p>approximately spherical bodies.</p> <p>NC objective: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
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					<p>towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>NC objective: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>NC objective: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
<p>Computing</p>	<p>Online</p> <p>NC objective: 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.</p> <p>- <i>Internet Research</i> - <i>Cloud computing (save and upload files to</i></p>	<p>Programming and Development</p> <p>NC objective: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC objective: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>NC objective: Use sequence, selection, and</p>	<p>Multimedia</p> <p>NC objective: 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.</p> <p>- <i>Sound Recording</i> - <i>Video</i> - <i>Animation</i></p>	<p>Data and Data Representation</p> <p>NC objective: 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.</p> <p>- <i>Excel</i> - <i>Spreadsheets</i></p>	<p>Programming and Development</p> <p>NC objective: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC objective: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>NC objective: Use sequence, selection, and</p>	<p>Multimedia</p> <p>NC objective: 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.</p> <p>- <i>Presentation</i> - <i>Graphics</i></p>

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	<p>server) - <i> Blogging</i></p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i> Protect your stuff (Internet Legends)</i></p>	<p>repetition in programs; work with variables and various forms of input and output.</p> <p>- <i> Scratch</i> - <i> J2e</i></p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>E-safety day</p>	<p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i> Respect each other (Internet Legends)</i></p>	<p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i> Think before you share (Internet Legends)</i></p>	<p>repetition in programs; work with variables and various forms of input and output.- <i> Lightbot/Hopscotch</i> - <i> J2e</i></p> <p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>E-safety Day</p>	<p>E-Safety</p> <p>NC objective: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- <i> Check it's real</i> - <i> If in Doubt...discuss (Internet Legends)</i></p>
<p>Art</p>	<p>Collage</p> 	<p>Painting</p>  <p>NC objective: Improve their mastery of art and</p>	<p>Sculpture</p> 	<p>Printing</p>  <p>NC objective: Improve their mastery of art and</p>	<p>Drawing</p> 	<p>Textile</p>  <p>NC objective: Improve their mastery of art and design techniques,</p>

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	<p>NC objective: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>design techniques, including painting with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>NC objective: Improve their mastery of art and design techniques, including sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>design techniques with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>NC objective: Improve their mastery of art and design techniques, including drawing with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Sketchbooks</p> <p>NC objective: Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>	<p>including drawing, painting and sculpture with a range of materials. (for examples, pencil, charcoal, paint and clay).</p> <p>Study of Great Artists</p> <p>NC objective: Know about the work of great artists, architects and designers in history.</p>
Artist study	John Piper	Edward Hopper	Calder and Oliviera	William Morris	Frederick Catherwood	Shibori
Design Technology	<p>Design Technology (Use levers and linkages to make a moveable Santa's sleigh.)</p> <p>NC objective: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products, such as gears, pulleys,</p>	<p>Design Technology (Make a rocket)</p> <p>Design NC objective: Develop a design criteria and research to inform design innovative, functional, appealing products that are fit for purpose.</p> <p>Make</p>	<p>Food Technology (Healthy Living Week.) (Can they design their own multicultural picnic?)</p> <p>NC Objective: Understand and apply the principles of a healthy and varied diet.</p>	<p>Design Technology (Deconstruct, design and make a vehicle)</p> <p>Design NC objective: Product must be aimed at a particular group or individuals. Generate models and cross sectional sketches, prototypes, pattern pieces and computer aided design.</p>	<p>Design Technology (Making Bird Feeders RSPB Partnership project)</p> <p>Design NC objective: Develop a design criteria and research to inform design innovative, functional, appealing products that are fit for purpose.</p> <p>Make</p>	<p>Food Technology (Multi cultural Food Festival)</p> <p>NC Objective: Understand and apply the principles of a healthy and varied diet.</p> <p>NC objective: Prepare and cook a variety of predominantly savoury dishes using a range of</p>

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	cams, levers and linkages. Understand and use electrical systems in their products: series circuits, switches, bulbs, buzzers and motors. Apply their understanding of computing to program, monitor and control their products.	<p>NC objective: Accurately select and use a wide range of materials, including construction materials, textiles according to their functional properties and aesthetic qualities.</p> <p>Evaluate NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>NC objective: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know how ingredients are grown reared, caught and processed.</p>	<p>Make NC objective: Select and use a wider range of tools to perform practical tasks, (such as cutting, shaping, joining and finishing).</p> <p>Evaluate NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>NC objective: Accurately select and use a wide range of materials, including construction materials, textiles according to their functional properties and aesthetic qualities.</p> <p>Evaluate NC objective: Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand people in design and technology have helped to shape the world.</p>	<p>cooking techniques. Understand seasonality and know how ingredients are grown reared, caught and processed.</p>
Music	<p>Performing</p> <p>NC objective: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Compose</p> <p>NC objective: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Listen</p> <p>NC objective: Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Use and understand</p> <p>NC objective: Use and understand staff and other musical notations.</p>	<p>Appreciate</p> <p>NC objective: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>History of Music</p> <p>NC objective: Develop an understanding of the history of music.</p>
PSHCE	Get Heart Smart	Don't forget to let love in	<p>Too much selfie isn't healthy!</p> <p>Healthy Schools Week</p>	Don't hold on to what's wrong!	Fake is a mistake!	<p>No Way through isn't true!</p> <p>Healthy Schools Week</p>

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<p>PE</p>	<p>Netball/ Basketball</p> <p>N.C Objective: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Outdoor Activity/ Residential:</p> <p>NC objective: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Dance Gymnastics</p> <p>N.C Objective: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>NC objective: Perform dances using a range of movement patterns.</p>	<p>Athletics Striking/ Fielding Rounders</p> <p>N.C Objective: Use running, jumping, throwing and catching in isolation and in combination.</p> <p>NC objective: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming</p> <p>N.C Objective: Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>NC objective: Perform safe self-rescue in different water-based situations.</p>	<p>Invasion Dodgeball</p> <p>N.C Objective: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Outdoor Activity/ Residential:</p> <p>NC objective: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Dance Gymnastics Key Steps</p> <p>N.C Objective: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>NC objective: Perform dances using a range of movement patterns.</p>	<p>Striking/fielding Cricket Athletics</p> <p>N.C Objective: Use running, jumping, throwing and catching in isolation and in combination.</p> <p>NC objective: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming</p> <p>N.C Objective: Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>NC objective: Perform safe self-rescue in different water-based situations.</p>
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Trips and WOW days	Tatton Park River Walk- Afternoon during English time. Menai		Imperial War Museum	Menai		Salt Museum Lion Salt Works
Place of worship & Art Gallery	Hindu- Ganesh Temple			Cathedral Manchester Art Gallery/Whitworth Art Gallery		