



Kinsley Academy Long Term Curriculum Map - Key Stage 2 – Y5&6



R.E.	Computing	PE	History	Art & Design	Design Technology	Music	Geography
<p>Learning about religion and belief</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 2.describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teaching 3.identify and begin to describe the similarities and differences within and between religions 4.investigate the significance of religion in the local, national and global communities 5.consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them 6.describe and begin to understand religious and other responses to ultimate and ethical questions 6.use specialist vocabulary in communicating their knowledge and understanding use and interpret information about religions from a range of sources. <p>Learning from religion and belief</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> engage with and reflect on what it means to belong to a faith community, communicating their own and others’ responses reflect on and respond to the 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 discuss their own and others’ views of religious truth and belief, expressing their own ideas in increasing depth reflect on ideas of right and wrong and their own and others’ responses to them reflect on sources of inspiration in their own and others’ lives. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.use sequence, selection, and repetition in programs; work with variables and various forms of input and output 3.use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 4.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 5.use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 6.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 7.use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<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"> 1.use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate (see programme of planned games linking to tournaments), and apply basic principles suitable for attacking and defending 2.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 3.perform dances using a range of movement patterns 4.take part in outdoor and adventurous activity challenges both individually and within a team 5.compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<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"> 1.Ancient Greece - a study of Greek life and achievements and their influence on the western world 2.a non-European society that provides contrasts with British history e.g. a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin West Africa c. AD 900-1300 3.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 4.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 5.a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 e.g. 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 	<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"> 1.to create sketch books to record their observations and use them to review and revisit ideas 2.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] 3.about great artists, architects and designers in history 	<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>Design</p> <ol style="list-style-type: none"> 1.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 2.generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 3.select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 4.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 <p>Evaluate</p> <ol style="list-style-type: none"> 5.investigate and analyse a range of existing products 6.evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 7.apply their understanding of how to strengthen, stiffen and reinforce more complex structures 8.understand and use mechanical systems in their products [for example, cams and linkages] 9.apply their understanding of computing to program, monitor and control their products Cooking and nutrition 10.understand and apply the principles of a healthy and varied diet 11.prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 12.understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<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"> 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 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. 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and 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>Locational knowledge</p> <ol style="list-style-type: none"> 1.locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2.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 3.identify the position and significance of the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ol style="list-style-type: none"> 4.understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ol style="list-style-type: none"> 5.physical geography, including: climate zones, biomes and vegetation belts, 6.human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork 7.use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 8.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 9.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.

PSHE

<p>Core Theme 1. Health and wellbeing</p> <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet to recognise how images in the media do not always reflect reality and can affect how people feel about themselves to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience to recognise their increasing independence brings increased responsibility to keep themselves and others safe that bacteria and viruses can affect health and that following simple routines can reduce their spread that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong school rules about health and safety, basic emergency aid procedures, where and how to get help what is meant by the term ‘habit’ and why habits can be hard to change which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others how their body will, and emotions may, change as they approach and move through puberty about human reproduction about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others about people who are responsible for helping them stay healthy and safe and ways that they can help these people 	<p>Core Theme 2. Relationships</p> <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don’t absolutely want to do so that their actions affect themselves and others to judge what kind of physical contact is acceptable or unacceptable and how to respond the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view to work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) to recognise and manage ‘dares’ to recognise and challenge stereotypes 	<p>Core Theme 3. Living in the wider world</p> <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child that these universal rights are there to protect everyone and have primacy both over national law and family and community practices to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to think about the lives of people living in other places, and people with different values and customs about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment about enterprise and the skills that make someone ‘enterprising’ to explore and critique how the media present information
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