



Radcliffe Primary School Curriculum Overview – UKS2 cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Y5: Curiosity (Alberto Manguel)	Y5: FaTHER (Grahame Baker-Smith)	Y5: The Hound of the Baskervilles (Sir Arthur Conan Doyle)	Y5: The Promise (Nicola Davies)	Y5: The Lost Book of Adventure (Unknown Adventurer)	Y5: King Kong (Anthony Browne)
	Y6: Rose Blanche (Ian McEwan)	Y6: A Story Like the Wind (Gill Lewis)	Y6: Shackleton's Journey (William Grill)	Y6: The Ways of the Wolf (Smriti Halls)	Y6: On the Origin of Species (Sabina Radeva)	Y6: Paradise Sands (Levi Pinfold)
Science	Light -How light travels -Reflection -Ray models of light - Know how light travels -Know and demonstrate how we see objects -Know why shadows have the same shape as the object that casts them -Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.	Properties and changes in materials -Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) Know and demonstrate that some changes are reversible and some are not Know how some changes result in the formation of a new material and that this is usually irreversible	Animals including humans y5 -changes as humans develop from birth to old age - create a timeline to indicate stages of growth in humans		Living things and their habitats y5 -Know the life cycle of different living things eg mammal, amphibian, insect and bird -know the differences between different life cycles -know the process of reproduction in plants -know the process of reproduction in animals	Living things and their habitats Y6 classify living things into broad groups according to observable characteristics based on similarities and differences -know how living things have been classified -Give reasons for classifying planets and animals in a specific way
History		How did World War 2 affect our local area? -know what started the War -know about the leaders, the Axis and Allies -Know about the Manchester Blitz and why it happened -know about the role of women in war -know about evacuees, why were they evacuated and where did the children from our location go to		-Know about the impact that one of the following ancient societies had on the world: the Mayan civilization - Know why they were considered an advanced society in relation to that period of time in Europe.		Complete a study on: Ancient Sumer Ancient Valley Shang Dynasty

Geography	Why does population change? Locational knowledge - 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 - 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 Place knowledge - 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 Human and physical geography - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and		Why do oceans matter? Locational knowledge - 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 - 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 Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 Geographical skills and fieldwork - use maps, atlases, globes and digital/computer		Can I carry out an independent fieldwork enquiry? Locational knowledge - 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 Human and physical geography - 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 Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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	
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	the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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.		mapping to locate countries and describe features studied - 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 - 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.		- 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.	
Art	Pastels and pencils Know how to organise line, tone, shape and colour to represent figures and forms in movement and perspective. know how to use shading to create mood and feeling – look at Lowry – industry 	Mixed media- Shamsia Hassani/Abu Malek al-Shami/Lubna Agha • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art. • know how to use a range of e-resources to create art • know how to overprint to create different patterns • know which media to use to create maximum impact • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation understand why art can be very abstract and what message the artist is trying to convey https://myuslim.com/5-muslim-artists-that-were-finally-recognized-in-2016/	Mixed Media Freida Karlo Research the work of an artist and use their work to replicate a style – 	Painting Leaves Henri Rousseau Know how to create an accurate print design following given criteri 		

						
DT	Build an Anderson Shelter. -Use knowledge to improve product by strengthening, stiffening and reinforcing. -follow and refine original plans -justify planning in a convincing way -know which tool to use for a specific task and how to use it safely -explain why a specific tool is best for a specific action -know how to test and evaluate the Anderson shelter (wind/rain/bombing) -evaluate against a clear criteria		<u>Food Technology</u> -Use market research to inform plans and ideas -follow and refine original plans -know which tool to use for a specific practical task - know how to use any tool correctly and safely -explain why a specific tool is best for a specific action -know how to test and evaluate designed products -explain how products should be stored and give reasons -evaluate product against clear criteria -be hygienic and safe in the kitchen -know how to prepare ingredients -work within a budget to create a product.			<u>Diorama with leavers and pullies</u> -Produce a detailed step by step plan. -Design a product that requires pulleys. -Know which tools to use for a practical task. -Explain why a specific tool is best for a specific action. -Make a product that relies on pulleys. -Evaluate product against clear criteria.
RE	What does it mean if Christians believe God is holy and loving? Make sense of belief: I can identify some different types of biblical texts, using technical terms accurately.	What does it mean to be a Muslim in Britain today? Make sense of belief: I can identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the	Why do Christians believe that Jesus was the Messiah? Make sense of belief: Explain the place of Incarnation and Messiah within the 'big story' of the Bible.	Why is the Torah so Important to Jewish people? Make sense of belief: I can identify and explain Jewish beliefs about God. I can give examples of some texts that say what	Christians and how to live: What would Jesus do? Make sense of belief: I can identify features of Gospel texts (for example, teachings, parable, narrative).	What matters most to humanists and Christians? Christianity, Jews, Muslims and Non-Religious. Make sense of belief: I can identify and explain beliefs about why people

	I can explain connections between biblical texts and Christian ideas of God, using theological terms. Understand the impact: I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. I can show how Christians put their beliefs into practice in worship. Make connections: I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Messenger, Qur'an as the message). I can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet). Understand the impact: I can make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). I can give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections: I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Bury today. I can consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Understand the impact: Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Make connections: Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	God is like and explain how Jewish people interpret them. Understand the impact: I can make clear connections between Jewish beliefs about the Torah and how they use and treat it. I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). Make connections: I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. I can consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	I can take account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. Understand the impact: I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Make connections: I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. I can articulate their own responses to the issues studied, recognising different points of view.	are good and bad (e.g. Christian and Humanist). I can make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). Understand the impact: I can make clear connections between Christian and Humanist ideas about being good and how people live. I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Make connections: I can raise important questions and suggest answers about how and why people should be good. I can make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
British Values	democracy		Tolerance	Respect Individual liberty (refugees)	Respect the culture and beliefs of others	Individual liberty
PSHCE	Jigsaw					

	Being Me In My World Year 6 I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because. I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.	Celebrating Differences Year 6 I understand there are different perceptions about what normal means. I understand how having a disability could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration.	Dreams And Goals Year 6 I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place. I can describe some ways in which I can work with other people to help make the world a better place. I know what some people in my class like or admire about me and can accept their praise.	Healthy Me Year 6 I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse	Relationships Year 6 I can identify the most significant people to be in my life so far. I know some of the feelings we can have when someone dies or leaves. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when people are trying to gain power or control. I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. I can use technology positively and safely to communicate with my friends and family.	Changing Me Year 6 I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can ask the questions I need answered about changes during puberty. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone changes the nature of the relationship. I can identify what I am looking forward to and what worries me about the transition to secondary school.
Computing	Y5 Spreadsheets (Information technology) 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	Y6 Blogging (Information technology) 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.	Y6 Text Adventures (Computer science) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and	Y6 Networks (Computer science) 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. Y6 Understanding Binary	Y6 Quizzing (Information technology) 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	Y6 Spreadsheets (Information technology) 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.

	collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	various forms of input and output. 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.	(Computer science) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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.	presenting data and information.	
PE	Fitness I can maintain an exercise for given time. I can complete a circuit of exercises. I can improve stamina. I can improve my personal best. I can improve technique in a given exercise.	Invasion Games (Hockey) I can attempt to use several techniques to pass, dribble and shoot in a game. I can choose a specific tactic for defending and attacking I can compare my performance against a previous one. I can work as a team and communicate an effective plan in a competitive situation I can promote sportsmanship within a game.	Gymnastics I can make complex extended sequences, including an attempt at a linking movement or leap. I can attempt a linking movement or leap in a controlled way. I can combine action, balance and shape within a sequence. I can perform to different audiences. I can pick up on something that a partner does well and on something that can be improved.	Dance/OAA I can attempt to compose my own dance in a creative way. I can perform a dance that shows accuracy and fluency. I can compare my performance or that of another person's, against a previous one.	Striking/Fielding (Cricket/Rounders) I can attempt different throws and catches to suit different situations. I can attempt a bowl towards a target. I can attempt to strike a ball into the field. I can understand and follow numerous rules in a game. I can compare my performance against a previous one. I can work as a team and communicate an effective plan in a competitive situation I can promote sportsmanship within a game.	Athletics I can throw in different ways with increased accuracy. I can combine running and jumping. I can attempt to have control when landing. I can attempt to have control when taking off in a jump. I can perform a relay changeover. I can attempt a triple jump. I can compete in a competitive situation. I can demonstrate sportsmanship. I can compare my performance against a previous one.
	Happy	Classroom Jazz 2	A new Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay.

Music	Performing: I can maintain own part whilst others are performing their part. I can sing in harmony confidently and accurately. I can perform parts from memory. I can take a lead in a performance. Compose: I can compose music which meets specific criteria. I can choose the most appropriate. I can use a variety of variety of different musical devices in composition (including melody, rhythms and chords). Listen: I can repeat a phase from the music after listening intently. I can listen with attention to detail and recall sounds with increasing aural memory. Use and Understand: I can use a music dairy to record aspects of the composition process. I can analyse features within different pieces of music. Appreciate: I can describe, compare and evaluate music using musical vocabulary. I explain why they think music is successful and unsuccessful. I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. History of Music: I can contrast the work of a famous composer with another and explain preferences. I can compare and contrast the impact that different composers from different times have had on people of that time.
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