

Foundation Subject Long Term Planning 2018 – 2019

KS2 – Year 5/6

Topics Year 3/4 Cycle A 2018 -2019			Topics Year 3/4 Cycle B 2019 -2020			Topics Year 5/6 Cycle A 2018 – 2019			Topics Year 5/6 Cycle B 2019 - 2020		
Autumn 1		Pre-history	Autumn 1		The Maya People	Autumn 1		Ancient Summer	Autumn 1		Vikings Vs. Anglo Saxons
Autumn 2		Countries of the World	Autumn 2		UK Geography	Autumn 2		North America	Autumn 2		Extreme Earth
Spring 1		The Romans	Spring 1		Anglo Saxons, Picts and Scots	Spring 1		Ancient Greece	Spring 1		Crime and Punishment
Spring 2		Our European Neighbours	Spring 2		Physical Geography	Spring 2		Yosemite National Park	Spring 2		Local Study – Coasts and Rivers
Summer 1		Local History Study	Summer 1		Pupil's Choice	Summer 1		Local History Study	Summer 1		Pupil's Choice
Summer 2		Italy	Summer 2		The Local Area – Settlements	Summer 2		Water World/Rivers	Summer 2		Economic Activity
Geography	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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. (Revisited in the 'Yosemite National Park' topic.) name and locate countries 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 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><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Focused on in every topic 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. 										
History	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Also covered in the 'Pupils Choice' topic.) 										

	<ul style="list-style-type: none"> • <i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i> • <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i> • <i>a non-European society that provides contrasts with British history – 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.</i>
D and T	<p><u>Design</u></p> <ul style="list-style-type: none"> • <i>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</i> • <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <p><u>Make</u></p> <ul style="list-style-type: none"> • <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> • <i>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</i> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • <i>investigate and analyse a range of existing products</i> • <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> • <i>understand how key events and individuals in design and technology have helped shape the world</i> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> • <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> • <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> • <i>Apply their understanding of computing to program, monitor and control their products.</i> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> • <i>understand and apply the principles of a healthy and varied diet</i> • <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> • <i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i>
Art	<ul style="list-style-type: none"> • <i>to create sketch books to record their observations and use them to review and revisit ideas</i> • <i>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]</i> • <i>About great artists, architects and designers in history.</i>