

GTB Curriculum Map - Upper Key Stage 2

Writing

Narrative

- Write stories set in places pupils have been.
- Write stories that contain mythical and legendary or historical characters or events.
- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters
- Write plays
- Write stories, letters scripts and fictional biographies inspired by reading across the curriculum.

Non-Fiction

- Write Instructions
- Write recounts
- Write persuasively
- Write explanations
- Write non-chronological reports
- Write biographies
- Write in a journalistic style
- Write arguments
- Write formally.

Poetry

- Learn by heart and perform a significant poem
- Write haiku
- Write cinquain
- Write poems that convey an image.

Reading

- Read and listen to a wide range of style of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.
- Develop knowledge of an author

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Mathematics

- Count and calculate in increasingly complex contexts, including those that cannot be experienced first- hand.
- Rigorously apply mathematical knowledge across the curriculum, in particular science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent

Computing

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs, work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- 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.
- Describe how the internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly; securely and safely.
- Select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Design Technology

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, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- 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.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design .

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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.

Evaluate

- 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 how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet.

Science

Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

Biology

Plants

- Look at the function of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

- Look at resemblance in offspring
- Look at changes in animals over time.
- Look at adaptation in environments.
- Look at differences in offspring.
- Look at adaptation and evolution
- Look at changes to the human skeleton over time.

Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals. Look at the human circulatory system.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

All living things

- Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird.
- Look at classification of plants, animals and micro- organisms.
- Look at the reproduction in plants and animals, human growth and changes.

Chemistry

Properties and changes of materials.

- 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
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- 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.
- Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
- Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.

Physics

Light

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.

repetition and extension of key concepts in range of engaging and purposeful contexts.

- Explore numbers and place value so as to read and understand the value of all numbers.
- Add and subtract using efficient mental and formal written methods.
- Multiply and divide using efficient mental and formal written methods.
- Use the properties of shapes and angles in increasingly complex and practical contexts, including in constructions and engineering contexts.
- Describe position, direction and movement in increasingly precise ways.
- Use and apply measures to increasingly complex contexts.
- Gather, organise and interrogate data.
- Understand the practical value of algebra
- Develop financial awareness.

Languages

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

- listen attentively to spoken language and show understanding by joining in and responding .
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Read carefully and show understanding of words, phrases and simple writing.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Global Citizenship

To learn about our partner countries by focusing on the themes of Identity and belonging/Conflict and Peace.

To learn our identities:

- Are related to our feelings of belonging to particular groups.
- Are affected by history and geography.
- Result from our biology, our backgrounds and our personalities.

To learn that conflict can:

- Be about finding a solution that works for everyone
- Happen when interests and ideas clash or appear to clash.
- Be positive and lead to growth and change.
- Be negative and become destructive.

To learn that peace can:

- Peace is more than the absence of destructive conflict. It is also a sign that people feel they are included and being treated fairly.

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Art and Design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers and history.

Physical Education

- Use running, jumping, throwing and catching in isolation and in combination.
- 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
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- To swim competently, confidently and proficiently over a distance of at least 25m
- To achieve their Youth sports Leader Awards.

Religious Education

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils.

Music

- 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.
- To use computer technology to sequence sounds

Personal Development

Health and Wellbeing

- The pupils will learn what is meant by a healthy lifestyle and how to make informed choices in order to begin to understand the concept of a balanced lifestyle.

Relationships

- The pupils will learn how to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships within a range of social/cultural contexts.

Living in the wider world – Economic wellbeing and being a responsible citizen.

Electricity

- Look at appliances, circuits, lamps switches, insulators and conductors.
- Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

Forces and magnets

- Look at contact and distant forces, attraction and repulsion.
- Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers and springs.
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Earth and space

- Look at the movement of the Earth and the moon.

Geography

- Locate the world's countries, using maps to focus on Europe.
- Name and locate counties and cities of the United Kingdom, geographical regions
- 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)
- 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

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

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 to build their knowledge of the United Kingdom and the wider world Geography.
- 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

- 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

Philosophy For Children/Current Affairs

- To improve the children's critical, creative and rigorous thinking.
- To develop pupils higher order thinking skills.
- To improve children's communication skills.
- Teach children the art of reflection.