

UPKS2 Topic Title: Our World, Our Responsibility

Term: Autumn 1

Weeks: 7 Weeks

Events: A trip to the recycling centre.

Subject	NC Objectives	Learning Outcomes & Assessment
Geography	<p><u>Content</u></p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Aims</u></p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • Are competent in the geographical skills needed to: 	<p>All children should be able to • Identify important features of a settlement site. • Rank human needs by importance to me. • Tell you the main stages of electricity distribution. • Use an atlas to locate a given place. • Label a map using a key. • Identify what makes an energy source renewable. • Find the country or town of origin on a food label. • List some foods that are produced in the UK. • Tell you what food miles are. • Identify ways to reduce food wastage. • Tell you that food shortages are a global problem. • Tell you about the causes of food shortages in a country in South or Central America. • Reflect on my own role in reducing resource shortages around the world.</p> <p>Most children will be able to • List the resources a settlement needs to thrive. • Name some of the methods of power generation used in the UK. • Find a place on a blank map by comparing it to an atlas. • Name some of the renewable methods of power generation used in the UK. • Explain why foods are imported and exported. • Identify some benefits of importing food. • Use digital maps to calculate the distance between two places. • Identify ways to reduce water wastage. • Identify ways to reduce energy usage. • Explain how small changes can lead to a big impact. • Name areas of the world most affected by food shortages.</p> <p>Some children will be able to • Describe how human needs have changed over time. • Explain some renewable methods of power generation. • Describe the impact renewable sources have on UK electricity production. • Identify some issues related to importing food. • Explain the terms efficiency and conservation. • Identify ways to reduce my carbon footprint. • Explain how CO2 levels impact global access to resources.</p>

	<ul style="list-style-type: none"> • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes 	
Art	<p><u>Content</u></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • About great artists, architects and designers in history. <p><u>Aims</u></p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, and understand the historical and cultural development of their art forms. 	<p>All children should be able to • Draw illustrations based on the art they have researched • Make their own recycled art based on artists researched.</p> <p>Most children will be able to • Tell about the artist Lin Evola-Smidt. • Tell about the artist Michelle Reader. • Tell about the artist Yuken Teruya. • Tell about the artist Jane Perkins.</p> <p>Some children will be able to • Analyse and evaluate their artwork and replicate the work of the artists researched.</p>
D&T	<p><u>Content</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> • 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 	<p>All children should be able to • To identify different instruments and their role in an orchestra. • To investigate a range of musical instruments to learn how they function. • To produce clear labelled diagrams of instruments. • To begin to think about possible instruments that could be made</p> <p>Most children will be able to • To plan and design a working musical instrument. • To identify materials and tools required. • To work collaboratively.</p> <p>Some children will be able to • To follow a plan to make a musical instrument. • To collect necessary materials. • To use tools carefully and under supervision when required. • To modify ideas where needed</p>

	<p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks, accurately <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Aims</p> <ul style="list-style-type: none"> • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • Critique, evaluate and test their ideas and products and the work of others 	
<p>Science</p>	<p>Content</p> <p>Y5- Properties of materials Y6- Animals including Humans</p> <p>Aims</p> <ul style="list-style-type: none"> • Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • Develop understanding of the nature, processes and methods of science through different types of 	<p>Y5:</p> <p>All children should be able to • I can use technical vocabulary to describe the properties of materials. (hard/soft, stiff/flexible, conductor/insulator, transparent/opaque, hard/soft) • I can sort materials by their properties. • I can explain why certain materials are suitable for certain jobs.</p> <p>Most children will be able to • I can 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. • I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • I can give</p>

	<p>science enquiries that help them to answer scientific questions about the world around them</p> <ul style="list-style-type: none"> • Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<p>reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Some children will be able to • I can explain how two liquids can be separated by distillation. • I can explain changes of state in terms of the particle model.</p> <p>Y6:</p> <p>All children should be able to • Identify the main parts of the circulatory system. • Explain the main functions of the heart, lungs and blood vessels in the circulatory system. • State how the digestive system breaks down nutrients. • Explain what constitutes a healthy lifestyle. • Describe how drugs and alcohol can impact negatively on the body. • Take accurate measures of the pulse rate. • Record results and write a report which includes a conclusion.</p> <p>Most children will be able to • Demonstrate prior knowledge of systems within the human body. • Explain the specific functions of the lungs in the circulatory system. • Understand the processes of how water and nutrients are transported in the body. • State the beneficial impact of a healthy diet and exercise on the human body. • Describe how smoking cigarettes impacts negatively on the body. • Decide on the most appropriate type of investigation for their question. • Take repeat readings if necessary. • Report the degree of trust they have in their results.</p> <p>Some children will be able to • Name the organs, the main parts of those organs and the functions of each in the circulatory system. • Identify and explain the processes which break down food into nutrients. • Understand how the circulatory and digestive system connect to transport water and nutrients throughout the body. • Identify and explain the variables they will control in an investigation. • Choose the most appropriate graph to present their data. • Explain how scientific evidence has changed ideas about smoking.</p>
PSHCE	Being Me in My World	See JIGSAW Planning
RE	Refer to Kirklees Syllabus (on server)	
Computing	Y5: 5.1 We are Game Developers	See Switched On Computing planning

	Y6: 6.1 We are App Planners	
PE	Refer to Power of PE	
French	Refer to Salut	