

Marlborough Primary Academy  
KS2 Long Term Curriculum Overview 2021-22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3 Hawthorns</b>	Raiders and Traders (His)	Predator (Sci )	Rocks Relics and Rumbles (Geo)		Scrumdiddlumptious (DT)	Theatre Project (English)
<b>Topic Rationale</b>	<p>This KS2 History topic was chosen because of its strong appeal to children and its links to some prior learning in KS1 about Pirates. They learn about the invasion of Britain from 410AD. The children look at how Anglo Saxons and Vikings lived and can compare this to their own experiences.</p> <p>For this cohort this is their first encounter with history going back this far. They will be looking at timelines, the sequence of significant events and changes, so they can develop further their understanding of changes over time and the history of the island in which they live.</p>	<p>This unit builds on the children’s prior learning in KS1 about Animals Including Humans and Living things and their Habitats. It supports the children to work scientifically, often relating to themselves as humans, while also developing research skills relating to other animals.</p>	<p>This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity. It is an engaging topic, where the children become geologists, supporting their development of skills and knowledge about the world in which they live.</p>		<p>This topic is very engaging for the children, while covering a wide range of national curriculum areas: Science, Geography, DT, RSHE and Art and Design. Children explore the tasty world of food, developing their knowledge of food groups, food origins, healthy eating and physical changes during cooking.</p>	<p>This topic is about the children co-creating a performance piece, using the children’s own writing from English units across the Spring term 2022. The children will be working with professional actors, script writers, producers and directors from the Soap Box Theatre in Devonport, as part of Plymouth’s Theatre Royal With Flying Colours Arts project, in order to create a production at the end of the Summer term.</p>
<b>NC POS Skills &amp; Knowledge</b>	<p style="text-align: center;"><b>History LKS2:</b></p> <p>Learn about Britain’s settlement by Anglo-Saxons and Scots. <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><b>Historical Interpretation:</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Skills:</b> a look at more than two versions of the same event or story in history and identify differences; <b>b</b> investigate different accounts of historical events and be able to explain simply some of the reasons why the accounts may be different</p>	<p><b>Science:</b> <b>Animals including Humans:</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>SC1: Working scientifically:</b></p> <p><b>a</b> asking relevant questions and using different types of scientific enquiries to answer them;</p>	<p style="text-align: center;"><b>Geography – LKS2</b></p> <p><b>Locational Knowledge:</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (volcanoes round the Pacific Ring).</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p><b>Locational Skills:</b> a locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</p>		<p style="text-align: center;"><b>Design Technology</b></p> <p><b>Design:</b> 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</p> <p><b>Make:</b> 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> <p><b>Evaluate:</b> Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	TBC

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<p><b>Historical Investigations:</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Skills:</b> <b>a</b> use a range of primary and secondary sources to find out about the past; <b>b</b> construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; <b>c</b> gather more detail from sources such as maps to build up a clearer picture of the past; <b>d</b> regularly address and sometimes devise own questions to find answers about the past; <b>e</b> begin to undertake their own research.</p> <p><b>Chronological Knowledge:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Skills:</b> <b>a</b> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</p>	<p><b>b</b> setting up simple practical enquiries, comparative and fair tests;</p> <p><b>c</b> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;</p> <p><b>d</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;</p> <p><b>e</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;</p> <p><b>f</b> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;</p> <p><b>g</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;</p> <p><b>h</b> identifying differences, similarities or changes related to simple scientific ideas and processes;</p> <p><b>i</b> using straightforward scientific evidence to</p>	<p><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><b>Human &amp; Physical Geography Knowledge:</b> Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p><b>Human &amp; Physical Geography Skills:</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Skills &amp; Fieldwork:</b> Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p><b>a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; <b>b</b> use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</p>	<p><b>Cooking &amp; Nutrition:</b> Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b>Art &amp; Design</b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Geography</b></p> <p><b>Fieldwork:</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>History: James Lind</b></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	
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<p><b>Events People &amp; Changes in the Past Knowledge:</b> Children should note connections, contrasts and trends over time.</p> <p><b>Skills:</b> <b>b</b> find out about the everyday lives of people in time studied compared with our life today; <b>d</b> identify key features, aspects and events of the time studied</p> <p><b>Presenting Organising and Communicating:</b> Pupils should develop the appropriate use of historical terms.</p> <p><b>Skills:</b> <b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; <b>b</b> present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; <b>c</b> start to present ideas based on their own research about a studied period.</p> <p><b>Art &amp; Design</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Design Technology</b> 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.</p>	<p>answer questions or to support their findings.</p> <p><b>Art &amp; Design</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Design Technology</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 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> <p><b>Geography</b> <b>Fieldwork using Maps:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Are competent in the geographical skills needed to:</p>	<p><b>c</b> use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; <b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p> <p><b>Science</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; Describe in simple terms how fossils are formed when things that have lived are trapped within rock; Recognise that soils are made from rocks and organic matter.</p> <p><b>History – Mary Anning &amp; Pompei</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used</p>	<p><b>Science</b> Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Identify differences, similarities or changes related to simple scientific ideas and processes. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p><b>PSHE – link to unit Why should we eat well 9Summer 1) Health &amp; Wellbeing</b> Identify the foods that keep their bodies healthy. Identify foods that should not be consumed in large quantities recognising the negative impact on our bodies.</p>	
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	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Geography</b>  <b>Locational Knowledge &amp; Skills:</b>        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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data</p>	<p>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;</p> <p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
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	gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.				
<b>Specific Knowledge Covered</b>	<p style="text-align: center;"><b>History</b></p> <p>Timeline of events of Anglo Saxon &amp; Viking invasion Who were the Vikings? Settling Anglo-Saxon – Research Groups Anglo –Saxon Homes Saxon Towns &amp; Villages Viking Raiders Viking Life</p>	<p style="text-align: center;"><b>Science</b></p> <p>Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals (Y2)</p> <p>Animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals (Y3)</p> <p>Interpret and construct simple food chains to describe how living things depend on each other as a source of food (Y2)</p> <p>Compare and contrast the diets of different animals (Y3)</p> <p>Carnivorous Plants Parasitic Plants Predatory Birds Aquatic Predators Why do we have a skeleton?</p>	<p style="text-align: center;"><b>Geography –</b></p> <p>Name and describe properties of the Earth’s four layers. There are three main types of rock found in the Earth’s crust. The 3 main types of rock. Name and describe the types, appearance and properties of rocks. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle (Y3).</p> <p>Volcanoes – Plate tectonics - The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.</p>	<p style="text-align: center;"><b>Design Technology</b></p> <p>Supermarket Visit Exploring Foods Food &amp; Food Groups Following Recipe Instructions Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p> <p>There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.</p> <p>Celebration Foods Unusual Foods</p> <p style="text-align: center;"><b>Geography</b></p> <p>The types of food that will grow in a particular area depend on a range of factors, such as the rainfall, climate and soil type. For example, many crops, such</p>	

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		<p>Humans have a skeleton and muscles for movement, support and protecting organs. Major bones in the human body include the skull, ribs, spine, humerus, ulna, radius, pelvis, femur, tibia and fibula. Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps, deltoids, gastrocnemius, latissimus dorsi and pectorals.</p> <p>Describe how humans need the skeleton and muscles for support, protection and movement (Y3)</p>	<p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). Significant Volcanoes - Ring of Fire around the Pacific Ocean Name and locate significant volcanoes and plate boundaries and explain why they are important. Features of Volcanoes Latitude &amp; Longitude Earthquakes and tsunamis Map Skills <b>History</b> Pompeii Mary Anning</p> <p><b>Science</b> Soils are made from tiny pieces of eroded rock, air and organic matter. There are a variety of naturally occurring soils, including clay, sand and silt. Different areas have different soil types. Investigate soils from the local environment, making comparisons and identifying features - Soil Testing – SC1</p>	<p>as potatoes and sugar beet, are grown in the south-east of England. Wheat, barley and vegetables grow well in the east of England. Journey of Food – Use map to locate locations of unusual foods <b>History</b> James Lind – Significant Individuals <b>Science</b> Food Tasting – SC1 - Using our Senses - Taste Testing Bouncy Egg - SC1 <b>RSHE</b> Healthy Lifestyles</p>	
<p><b>Vocabulary</b></p>	<p>Monastery Saxon Angle Jute Longhouse Offa's Dyke Germanic Conquer Pagan Anglo-Saxon Invade Viking</p>	<p>Ambush Predator Omnivore Herbivore Prey Carnivore Mammal Camouflage Nectar Nutrient Decomposer adaptation</p>	<p>Erode Impermeable Lava Liquid Magma Molten Organic matter Ring of fire Solid Tectonic plate Vent Volcanic eruption Sedimentary Igneous Metamorphic</p>	<p>Calorie Citrus fruit Fat Fibre Logo Mineral Nutrient Processed Slogans Sugar vitamin</p>	

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<b>Year 4/5 Sycamore</b>	Raiders and Traders (His)	Predator (Sci)	The Blue Abyss (Sci)		Firedamp and Davy Lamps- (His)	
<b>Lead Subjects</b>	<b>History</b>	<b>Science</b>	<b>Science and Geography</b>		<b>History</b>	<b>Geography</b>
<b>Topic Rationale</b>	<p>This topic was chosen because of its strong appeal to children. It is a period of history often shown in television, film and animation. This gives us a chance to question common assumptions and the truth behind the depictions.</p> <p>It also builds onto some of the children's prior learning about the Romans and Anglo Saxons.</p> <p>Alongside the historical enquiry, children can research and write about the Vikings developing skills in Non chronological reports.</p>	<p>Predator was chosen as a topic because it had a strong Science focus.</p> <p>Children are given opportunities to learn about animals, adaptation, bones and teeth along with food webs and species interdependence.</p> <p>This is core to the children's understanding of the world.</p> <p>Our focus of this project will be learning about Owls. This gives us a narrow focus to research and discover as well as leading to a practical investigations of owl pellets.</p>	<p>In this topic, children learn about oceans across the world. This leads to investigating living things and habitats as well as developing scientific skills such as sorting, grouping, classifying and investigating.</p> <p>Blue Abyss was also chosen as a way to develop children's understanding of world geography- continents, oceans and seas.</p> <p>This topic also gives children a chance to develop relational understanding by building on the science knowledge about animals from the predator unit and developing a big picture understanding of issues such as climate change and plastic pollution.</p> <p>Alongside the discrete science lessons this will help to fill the gaps in science understanding left by the lockdowns.</p>		<p>This topic has been chosen because it gives us the opportunity to learn about local history- developing children's understanding of our local area through time.</p> <p>Learning about children's lives in the past will enable children to use research and empathy to compare with their own lives and how our expectations of childhood have changed over the years. The topic is about the developments in the coal mining industry and is relevant to current affairs relating to climate change.</p>	<p>This unit has been selected for its strong local area links.</p> <p>Studying our location in terms of how availability of natural resources shaped the man-made environment will enable children to develop their Geographical enquiry and map skills.</p> <p>This can be supported by a visit to Dartmoor or Bodmin Moor.</p>
<b>NC POS Skills &amp; Knowledge</b>	<p style="text-align: center;"><b>History LKS2:</b> Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><b>Historical Interpretation:</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Skills:</b> a look at more than two versions of the same event or story in history and identify differences;</p>	<p style="text-align: center;"><b>Science –</b> <b>Living Things and their Habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways (Y4).</p> <p>Describe the difference in the life cycles of a mammal, amphibian, insect and bird (Y5)</p> <p>Explore and use classification keys to help group, identify and name a</p>	<p style="text-align: center;"><b>Science</b> <b>Living things and their habitats; Animals, including humans; Working scientifically</b></p> <p>Recognise that living things can be grouped in a variety of ways (Y4).</p> <p>Describe the difference in the life cycles of a mammal, amphibian, insect and bird (Y5)</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Y4)</p>		<p style="text-align: center;"><b>History LKS2:</b> <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Coal Mining Industry</b></p> <p>Timelines; The Industrial Revolution; Mining disasters; Mining strikes</p> <p><b>Historical Interpretation:</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Skills:</b> a look at more than two versions of the same event or story in history and identify differences;</p>	

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<p><b>b</b> investigate different accounts of historical events and be able to explain simply some of the reasons why the accounts may be different</p> <p><b>Historical Investigations:</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Skills:</b> <b>a</b> use a range of primary and secondary sources to find out about the past; <b>b</b> construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; <b>c</b> gather more detail from sources such as maps to build up a clearer picture of the past; <b>d</b> regularly address and sometimes devise own questions to find answers about the past; <b>e</b> begin to undertake their own research.</p> <p><b>Chronological Knowledge:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>variety of living things in their local and wider environment (Y4)</p> <p><b>Describe the life process of reproduction in some plants and animals (Y5).</b></p> <p><b>Recognise that environments can change and this can sometimes pose danger to living things (Y4).</b></p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (4)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (4).</p> <p><b>Art &amp; Design</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Design Technology</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Select from and use a wider range of materials and components, including construction materials, textiles</p>	<p>Describe the life process of reproduction in some plants and animals (Y5).</p> <p>Recognise that environments can change and this can sometimes pose danger to living things (Y4).</p> <p><b>SC1: Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them;</li> <li>• setting up simple practical enquiries, comparative and fair tests;</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes;</li> </ul>	<p><b>b</b> investigate different accounts of historical events and be able to explain simply some of the reasons why the accounts may be different</p> <p><b>Historical Investigations:</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Skills:</b> <b>a</b> use a range of primary and secondary sources to find out about the past; <b>b</b> construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; <b>c</b> gather more detail from sources such as maps to build up a clearer picture of the past; <b>d</b> regularly address and sometimes devise own questions to find answers about the past; <b>e</b> begin to undertake their own research.</p> <p><b>Chronological Knowledge:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Skills:</b> <b>a</b> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; <b>b</b> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b>Events People &amp; Changes in the Past Knowledge:</b> Children should note connections, contrasts and trends over time.</p> <p><b>Skills:</b></p>
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<p><b>Skills:</b>  <b>a</b> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;  <b>b</b> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b>Events People &amp; Changes in the Past Knowledge:</b>  Children should note connections, contrasts and trends over time.</p> <p><b>Skills:</b>  <b>b</b> find out about the everyday lives of people in time studied compared with our life today;  <b>d</b> identify key features, aspects and events of the time studied</p> <p><b>Presenting Organising and Communicating:</b>  Pupils should develop the appropriate use of historical terms.</p> <p><b>Skills:</b>  <b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;  <b>b</b> present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;  <b>c</b> start to present ideas based on their own research about a studied period.</p> <p><b>Art &amp; Design</b></p>	<p>and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Geography</b></p> <p><b>Fieldwork using Maps:</b>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative</p> <p><b>skills and writing at length.</b></p>	<p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Geography</b></p> <p>Seas and oceans of the world; The Great Barrier Reef; Environmental issues</p> <p><b>Locational Knowledge:</b>  Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p><b>Locational Skills:</b>  <b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><b>Human &amp; Physical Geography:</b>  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>History</b>  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p><b>b</b> find out about the everyday lives of people in time studied compared with our life today;  <b>d</b> identify key features, aspects and events of the time studied</p> <p><b>Presenting Organising and Communicating:</b>  Pupils should develop the appropriate use of historical terms.</p> <p><b>Skills:</b>  <b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;  <b>b</b> present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;  <b>c</b> start to present ideas based on their own research about a studied period.</p> <p><b>Geography:</b></p> <p><b>Locational Knowledge:</b>  Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p><b>Locational Skills:</b>  <b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><b>Art &amp; Design</b>  Art appreciation – Pitmen Painters; Sketching  Create sketchbooks to record their observations and use them to review and revisit ideas.  Learn about great artists, architects and designers in history.</p> <p><b>PSHE</b>  Learn to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	
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<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Design Technology</b> 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. Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Geography</b> <b>Locational Knowledge &amp; Skills:</b> 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.</p>			<p><b>Art &amp; Design</b> Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Learn to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. Learn that personal behaviour can affect other people; to recognise and model respectful behaviour online. Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p><b>Science</b> Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>			
<p style="text-align: center;"><b>Specific Knowledge Covered</b></p>	<p style="text-align: center;"><b>History</b></p> <p>Timeline of events of Anglo Saxon &amp; Viking invasion Who were the Vikings? Settling Anglo-Saxon – Research Groups Anglo –Saxon Homes Saxon Towns &amp; Villages Viking Raiders Viking Life</p>	<p style="text-align: center;"><b>Science</b></p> <p>Carnivorous plants Parasitic Plants Classification – Living Things Food Chains &amp; Food Webs Flying Predators Deadly 60 Frog Food Chain</p>	<p style="text-align: center;"><b>Science</b></p> <p>Living things and their habitats Working scientifically Under the Sea – sorting and grouping Classification – keys/creatures Investigating Brine Shrimp Ocean Food Chains Deep Sea Adaptations Sea level zones</p> <p style="text-align: center;"><b>Geography</b></p> <p>Identifying Seas and oceans of the world The Great Barrier Reef; Environmental issues</p> <p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>History</b></p> <p>Timelines; The Industrial Revolution; Mining disasters; Mining strikes The history of coal mining The General Strike End of an era (1984/85) Life in the pits The Oaks Colliery disaster Coal and War – PSHE The need for coal</p> <p style="text-align: center;"><b>Science</b></p> <p>Coal Formation</p> <p style="text-align: center;"><b>Geography</b></p>

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			19th century ocean exploration Oceanography <b>Art &amp; Design</b> Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes	Where was coal mined? <b>Art &amp; Design</b> The Pitmen Painters
<b>Vocabulary</b>	Angles Anglo-Saxon Vikings Jute Longhouse Monastery Invasion Invade Conquer Tribe Kingdoms Settled Christianity Raids Weapons Wessex	Adaption Camouflage Carnivore Decomposer Distribution Herbivore Mammal Nutrient Omnivore Predator Prey Species Key classification	Adapt Camouflage Climate Conservation Coral Free diving Habitat Oceanography Organism Pressure Species Submarine Ocean layers Food Chains Bioluminescence Sunlight zone Twilight zone Midnight zone Abyss trenches	Colliery Davy Lamp Fossil fuel General strike Industrial revolution Natural gas Non-renewable energy Renewable energy Sediment Strike

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 5/6 Beech</b>	Raiders and Traders	A Child's War	Frozen kingdoms		Gallery rebels	Revolutions
<b>Lead Subject</b>	History	History/PSHE	Geography/Science		Art & Design	History
<b>Topic Rationale</b>	<p>This topic links well to the topic 'I am Warrior', a study of the Romans and their invasion of Britain, the cohort were learning about last academic year. This project teaches children about the peoples who invaded and settled in England from the time of the Roman departure, to William the conqueror. It looks at where in the world these peoples came from, and the reasons that they left their home countries. It looks at the lasting effect of their settlement- such as Viking place names.. It shares stories their religion (Norse myths) and how these helped to shape how they lived their lives.</p> <p>Through the linked English, the children will consider if the Vikings were as blood-thirsty as their reputation, and how historical sources can be biased</p>	<p>This topic theme teaches children about the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at the time. This topic links well to previous historical study of the First World War in the 'Fallen Fields' topic theme studied by the cohort last academic year. This project teaches children about a key event from British history- World War II. It links to local history and how Plymouth was bombed heavily during the Blitz. It looks at how the war affected children in terms of evacuation, rationing and bombing. It invites children to sympathise with those millions of people who were affected by WWII. Through the class text, it will help children to understand the holocaust and the impact that that had.</p>	<p>This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them. This topic will also include a local history study, with the children visiting places in the locality, which are of historical interest in Plymouth, linked to the explorer Robert Falcon Scott who was born in Outlands, near Milehouse in 1868, and Shackleton's last voyage from Plymouth.</p> <p>Visit to The Box in Plymouth linked to Scott. Through the class text, it will invite the children to consider the human impact on Arctic wildlife. And this will link back to the environmental issues caused by humans such as the melting of the polar ice caps.</p>		<p>This project both invites the children to look in depth at established artists, but also to consider themselves as artists. It will teach them the value of building up a sketchbook, experimenting with colour mixing and using art to express themselves. They will investigate impressionist art, including the work of Damian Hirst. They will look at how Hirst can be considered a 'rebel' and how other artists in history have also gained this reputation through their work. They will then be invited to create their own version of it based on the theme 'suspended treasures'.</p>	<p>This project will teach children to understand how lives for Victorian children were radically different to their own. They will consider and debate the morality of children working during this time, and the treatment of children by adults. Through the linked class text, it will teach how some children were paraded to paying customers in 'freak shows' and how this impacted them emotionally and socially. This topic teaches children about life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time. It links well to previous units on first and second world wars, supporting their understanding of chronology and sequencing of significant events in British history. While looking at the industrialization of Britain links will be made to significant places in the locality, including the building of Brunel's' railway bridge across the Tamar into Cornwall.</p>
<b>NC POS</b>	History UKS2	History UKS2	Geography UKS2 Locational Knowledge:		Art – UKS2	History UKS2

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<p><b>Skills &amp; Knowledge</b></p>	<p>Learn about Britain’s settlement by Anglo-Saxons and Scots. <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> <b>Historical Interpretation:</b> Children should understand how our knowledge of the past is constructed from a range of sources. <b>Skills:</b> <b>c</b> consider different ways of checking the accuracy of interpretations of the past; <b>d</b> start to understand the difference between primary and secondary evidence and the impact of this on reliability; <b>f</b> know that people in the past represent events or ideas in a way that may be to persuade others; <b>g</b> begin to evaluate the usefulness of different sources.  <b>Historical Investigations:</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. <b>Skills:</b> <b>b</b> use a wide range of different evidence to collect evidence about the past, such as ceramics,</p>	<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Second World War</b> <b>Historical Interpretation:</b> Children should understand how our knowledge of the past is constructed from a range of sources. <b>Skills:</b> <b>a</b> find and analyse a wide range of evidence about the past;  <b>e</b> show an awareness of the concept of propaganda; <b>f</b> know that people in the past represent events or ideas in a way that may be to persuade others; <b>g</b> begin to evaluate the usefulness of different sources.  <b>Historical Investigations:</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. <b>Skills:</b> <b>b</b> use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts,</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.  <b>Locational Skills:</b> <b>a</b> use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; <b>c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; <b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.  <b>Place Knowledge:</b> Children can 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.  <b>Place Knowledge Skills:</b> <b>a</b> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)  <b>Skills &amp; Techniques:</b> <b>Creating Ideas:</b> Select and develop ideas confidently, using suitable materials confidently Improve quality of sketchbook with mixed media work and annotations  Select own images and starting points for work  Develop artistic/visual vocabulary when talking about own work and that of others  Begin to explore possibilities, using and combining different styles and techniques  <b>Drawing &amp; Mark Making:</b> Use first hand observations using different viewpoints, developing more abstract representations  Introduce perspective, fore/back and middle ground  Investigate proportions  Use a range of mediums on a range of backgrounds</p>	<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Victorians</b> <b>Historical Interpretation:</b> Children should understand how our knowledge of the past is constructed from a range of sources. <b>Skills:</b> <b>a</b> find and analyse a wide range of evidence about the past;  <b>e</b> show an awareness of the concept of propaganda; <b>f</b> know that people in the past represent events or ideas in a way that may be to persuade others; <b>g</b> begin to evaluate the usefulness of different sources.  <b>Historical Investigations:</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. <b>Skills:</b> <b>b</b> use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts,</p>
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<p>pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; <b>c</b> select relevant sections of information to address historically valid questions and construct detailed, informed responses; <b>d</b> investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><b>Chronological Understanding:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Skills:</b> <b>a</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; <b>b</b> accurately use dates and terms to describe historical events; <b>c</b> understand and describe in some detail the main changes to an aspect in a period in history</p> <p><b>Events People &amp; Changes in the Past:</b> Pupils should note connections, contrasts and trends over time.</p> <p><b>Skills:</b></p>	<p>historic statues, figures, sculptures, historic sites; <b>c</b> select relevant sections of information to address historically valid questions and construct detailed, informed responses <b>Chronological Understanding:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Skills:</b> <b>a</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; <b>b</b> accurately use dates and terms to describe historical events; <b>c</b> understand and describe in some detail the main changes to an aspect in a period in history; <b>Events People &amp; Changes in the Past:</b> Pupils should note connections, contrasts and trends over time.</p> <p><b>Skills:</b> <b>a</b> identify and note connections, contrasts and trends over time in the everyday lives of people; <b>b</b> use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p>	<p><b>b</b> understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; <b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. <b>Human &amp; Physical Geography Knowledge:</b> Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p><b>Human &amp; Physical Geography Skills:</b> <b>a</b> physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; <b>b</b> 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; <b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. <b>Geographical Skills and Fieldwork:</b> Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>	<p>Work indoors and outdoors Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p> <p><b>Working with Colour:</b> Build on previous work with colour by exploring intensity</p> <p>Introduce acrylic paint</p> <p>Explore using limited colour palettes</p> <p>Investigate working on canvas experiment with colour in creating an effect</p> <p style="padding-left: 20px;">Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Develop fine brush strokes</p> <p><b>Explore the work of great artists, architects and designers in history:</b> Visit a local Art Gallery – Royal William Yard or The Box</p> <p><b>Design Technology</b> 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.</p>	<p>historic statues, figures, sculptures, historic sites; <b>c</b> select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p><b>Chronological Understanding:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Skills:</b> <b>a</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; <b>b</b> accurately use dates and terms to describe historical events; <b>c</b> understand and describe in some detail the main changes to an aspect in a period in history; <b>Events People &amp; Changes in the Past:</b> Pupils should note connections, contrasts and trends over time.</p> <p><b>Skills:</b> <b>a</b> identify and note connections, contrasts and trends over time in the everyday lives of people; <b>b</b> use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p>
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<p><b>a</b> identify and note connections, contrasts and trends over time in the everyday lives of people; <b>c</b> examine causes and results of great events and the impact these had on people; <b>d</b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p><b>Presenting, Organising and Communication of History:</b> Pupils should develop the appropriate use of historical terms.</p> <p><b>Skills:</b> <b>b</b> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; <b>c</b> plan and present a self-directed project or research about the studied period.</p> <p><b>Art &amp; Design</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Design Technology</b> Use research and develop design criteria to inform the design of innovative, functional, appealing</p>	<p><b>c</b> examine causes and results of great events and the impact these had on people; <b>d</b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p><b>Presenting, Organising and Communication of History:</b> Pupils should develop the appropriate use of historical terms.</p> <p><b>Skills:</b> <b>b</b> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; <b>c</b> plan and present a self-directed project or research about the studied period.</p> <p><b>Geography</b> <b>Locational Knowledge:</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p><b>Locational Skills:</b></p>	<p><b>Children can:</b> <b>a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; <b>b</b> 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; <b>c</b> use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p> <p><b>Science - Classifying living things; Classification keys; Adaptation; Investigations</b> <b>SC1</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><b>Habitats</b> Identify scientific evidence that has been used to support or refute ideas or arguments. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	<p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>	<p><b>c</b> examine causes and results of great events and the impact these had on people; <b>d</b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p><b>Presenting, Organising and Communication of History:</b> Pupils should develop the appropriate use of historical terms.</p> <p><b>Skills:</b> <b>b</b> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; <b>c</b> plan and present a self-directed project or research about the studied period.</p> <p><b>Art &amp; Design – Victorian Artists</b> Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p>
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<p>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. Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Geography</b> <b>Locational Knowledge &amp; Skills:</b> 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. 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</p>	<p><b>a</b> use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Geographical Skills and Fieldwork:</b> Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p><b>Design Technology – WW2 recipes &amp; structures</b> 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. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according</p>	<p>Give reasons for classifying plants and animals based on specific characteristics. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <b>History - Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>			<p>evaluate and analyse creative works using the language of art, craft and design</p> <p><b>Design Technology</b> 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Geography – Maps</b> <b>Cities &amp; Transport in Victorian times.</b> 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. 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</p>
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	<p>Survey maps) to build their knowledge of the United Kingdom and the wider world. Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>to their functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>			<p>knowledge of the United Kingdom and the wider world. 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.</p>
<b>Specific Knowledge Covered</b>	<p><b>History –</b> Invasion timeline Significant events of the middle ages The geography of invasion Anglo-Saxon invasion Anglo-Saxon kingdoms Sutton Hoo Anglo-Saxon legacy The first Viking landing Viking raids at Lindisfarne Surrender or fight back? King Athlestan Norman invasion <b>Geography</b> Where the countries involved are located on a world map The 7 counties of Anglo-Saxon England</p>	<p><b>History</b> War begins: Timeline of significant events Sounds of the war Propaganda Evacuation – life as an evacuee Anne Frank’s diary War time songs War time food The Blitz – 7<sup>th</sup> Sept 1940 – May 1941 Battle Jews &amp; German children – similarities &amp; differences Wartime Leaders Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or</p>	<p><b>Geography</b> Polar Climates; Polar Day and Night; Polar Oceans, Polar Landscapes, Climate Change; Natural Resources, Indigenous People; Tourism in the Antarctic; Polar flora and fauna. <b>Science</b> <b>Habitats</b> : Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals(Y5/6) Classification keys help us identify living things based on their physical characteristics (Y5/6) An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations (Y5/6) Identify how animals and plants are adapted to suit their environment; such as giraffes having long necks</p>	<p><b>Art</b> Investigate the Impressionist Movement - research Impressionist Techniques The Colour Wheel – complimentary Colours Explore Expressionist Art – Ranker Painting of Self Portraits in Expressionist style Explore the Surrealists - Significant Surrealist artists include Max Ernst, Joan Miró, Salvador Dalí, Alberto Giacometti, Kansuke Yamamoto and Enrico Donati. The Life of Salvador Dali</p>	<p><b>History</b> Victorian Classroom Who were the Victorians Rich and Poor children Young Queen Victoria Victorian School Family Life Domestic Service Reliability of historical sources Crime &amp; Punishment Victorian Slums Daily Chores Politics and Power Social Reformers Significant Figures – IK Brunel The Industrial Revolution Victorian Inventions  <b>Geography</b></p>

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		<p>changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language (Y5) War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity (Y6)</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society (Y6)</p> <p><b>Geography</b> Where the countries involved are located on a world map City life and country life Where Amsterdam and the Netherlands are. What their significance to WWII was. Major British cities Locations where evacuees went to live. Geography that pilots used to navigate How the pilots helped protect Britain- aerial geography</p>	<p>for feeding, and that adaptations may lead to evolution (Y5/6) Classification, Polar Adaptation; Investigating Icebergs SC1 <b>History</b> Polar Discovery/Expeditions. Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration (Y5/6) The decisions Robert Falcon Scott made during his final attempt to reach the South Pole, including his refusal to use dogs to pull sledges, taking inadequate food supplies, and asking Bowers to join the team during their final push to the South Pole, all negatively affected the expedition and were factors in its failure (Y5/6) Ernest Shackleton was an explorer who travelled to the Antarctic. In 1914 he began his third expedition, the Imperial Trans-Antarctic Expedition' sailing on <i>Endurance</i>. His ship became stuck in sea ice, eventually sinking in 1915. In 1916, the team were rescued, with not a single member having set foot on Antarctica (Y5/6) The 'unsinkable' RMS <i>Titanic</i> set sail from Southampton, on 10th April 1912, to cross the Atlantic Ocean. On 14th April, the <i>Titanic</i> hit an iceberg and sank three hours later, killing approximately 1500 people. Around 700 people survived and were rescued by the SS <i>Carpathia</i> (Y5/6)</p>		<p>Transportation Links – development of the railway network.</p>
<b>Vocabulary</b>	<p>Christianity Conquer Danegeld Invasion Monastery Monk Pagan Raid</p>	<p>Allied powers Axis powers Concentration camp Evacuee Nazi Propaganda Rationing Blitz</p>	<p>Arctic Circle Ant-Arctic Circle Boreal forest Climate Horizon Indigenous Native North Pole</p>	<p>Acrylic paint Artists Complementary colours Colour wheel Curator Oil paint Pigment Primary colours</p>	<p>Empire Factory Industrial revolution Moral Orphan Population Punishment Reign</p>

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	Reeve Scandinavia Wattle and daub	Anderson Shelter Battle of Britain Neville Chamberlain Winston Churchill Adolf Hitler	Polar Day Polar night Precipitation South Pole Tundra	Secondary colours Tertiary colours Water colour	Revolutionise Slum Social reformer Suffragette Victorian workhouse
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