



The Digital Age

Upper Key Stage 2



History & Geography

Changes in technology, leisure and entertainment in recent times

Map work and land use focussing on London since 1948. Changes in buildings over time, e.g. skyscrapers and technology used within.

English

Essay writing—Year 6: Rotary Competition & Year 5: ‘The Best Day of my Life’.

Film narrative (The Piano) - descriptive writing, camera angles and diary entries.

Discussion

Report writing

Debate

Science – light, circuits, filters, rainbows, electricity & scientific enquiry.

ICT – Data Matters—databases, file types and searching efficiently.

Art & Design and Technology– Changes in buildings over time. How technology makes buildings more efficient and an introduction to Computer Aided Design.

PE

Dance ‘The World of Sport’

Games – Cricket & Tag Rugby

Music – Song writing—exploring lyrics & melody

PSHE – Going for Goals & Good to be me

RE – Human responsibility for the environment & rules for living

Upper Key Stage 2 Curriculum Skills – The Digital Age

These are the skills the children will be taught during the Spring Term:

<u>Curriculum Area</u>	<u>Key Skills</u>
Science	<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
ICT	<p>Children investigate the concept of “big data” and its use in the world.</p> <p>They review file types and protection.</p> <p>They explore binary form and develop understanding of computer networks.</p> <p>They search more efficiently and investigate their digital footprints, building safe and responsible use of online spaces.</p> <p>They create and search flat-file databases, developing accuracy and efficiency.</p>
History	<p>Develop a chronologically secure knowledge and understanding of recent British history.</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>

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<u>Curriculum Area</u>	<u>Key Skills</u>
Geography	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 Have an understanding of economic activity including trade links
Art	Learn about great architects and designers in recent history. To improve their mastery of art and design techniques, including drawing, painting and sculpture.
Design and Technology	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and use computer-aided design. Understand how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in products (for example series circuits incorporating switches, bulbs, buzzers and motors).
PE	Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Upper Key Stage 2 Curriculum Skills – The Digital Age

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<u>Curriculum Area</u>	<u>Key Skills</u>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
PSHE	<p>Understand feelings, and why and how they lead us to behave the way we do</p> <p>Self-awareness – feeling good about myself, taking risks.</p> <p>Managing my feelings – relaxing, coping with anxiety.</p> <p>Standing up for myself – assertiveness, standing up for my views.</p> <p>Develop motivation and self-awareness.</p>
RE	<p>Extend their knowledge and understanding of religions and worldviews.</p> <p>Be introduced to an extended range of sources and subject-specific vocabulary.</p> <p>Be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.</p> <p>Learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>