

## KS2 --Non- Core Curriculum - Long Term Overview

Seals									
	History	Geography	RE	PSHE	ICT	Art	D & T	MFL	Music
Term 1	Stone Age -hunter gatherers	Points of a compass- describe and explain settlements	Hinduism	New Beginnings  Living in the Wider World  Rights and Responsibilities	Research different sources. Using and creating QR codes.	Everyday life of the time- clothing /weaving/pottery/jewellery etc. Sketchbook to be used to capture and develop ideas		Greetings  Numbers 1-10	
Term 2	Stone Age, Bronze Age to Iron Age focus to be on celebrations  Remembrance day and why this is celebrated.	Name & locate counties, cities, regions & features of UK, Use 4- and 6-figure grid references on OS maps – link to topic	Hinduism  Christianity Christmas	Getting on and Falling Out  Living in the Wider World	Basics of document production- different presentation effects.	Design and build a Celtic Roundhouse		Numbers Age	Beat & Rhythm. Note Values Making Music Making Rhythms  Music – look at how we use music to celebrate and the meanings of significant songs, eg new year.
Term 3	Inventions- link to science through forces- balloon powered car design and evaluation.	Locate the world's countries, using maps to focus on Europe	Christianity / God / Incarnation	Going for Goals Relationships	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use annotated sketches and prototypes to explain ideas Use research& criteria to develop products which are fit for purpose Evaluate existing products and improve own work Use mechanical systems in own work			
Term 4	Topic : Anglo Saxons living- invasions, settlements and village life.	Use maps, atlases, globes UK regions and cities- Saxon Kingdoms and place names	Christianity/ Salvation / Easter	Good to be Me Relationships	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Use sketchbooks to collect, record and evaluate ideas. Improve mastery of techniques such as drawing, painting and sculpture with varied materials Saxon shields.		Colours	

Term 5	Roman Empire, Boudicca, culture, beliefs.	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 in North or South America	Islam / God	Relationships Health and Wellbeing	Coding and programming. E-safety- Gooseberry planet	Improve mastery of techniques such as drawing, painting and sculpture with varied materials –draw from real life- use the outdoors ☑ Learn about great artists,	Animals	Beat & Dynamics Notes on the stave Rhythms with rests Composition
Term 6	☑ Roman Empire, Boudicca, culture, beliefs.	Digital/computer mapping to locate countries and describe features studied	Islam / Community	Changes Health and Wellbeing	Coding and programming. E-safety- Gooseberry planet	Use research& criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work Use mechanical systems in own work Understand seasonality; prepare & cook mainly savoury dishes-dishes connected to topic/ Spain	Days of the week Nouns for food	

## Class 5 NE

	History	Geography	RE	PSHE	ICT	Art	D & T	MFL	Music
Term 1	<p>Vikings- Everyday life.</p> <p>. Children will be code cracking using Viking runes</p> <p>- Can discuss historical changes in Britain; what caused them and the impact on life in Britain</p> <p>- Pupils can ask questions to develop their understanding and also ask questions of what people have said.</p>		<p>Symbolism and religious buildings.</p>	<p>New Beginnings</p>	<p>Creating and debugging programs.</p> <p>Identifying and rectifying program errors</p>		<p>Design and create a Viking shield.</p>	<p>Greetings</p>	
Term 2	<p>Viking celebrations, comparing these to how we celebrate, the relevance of food, music etc.</p> <p>Remembrance day and the importance of this linked with PSHE and British Values.</p>	<p>Viking journeys and site of invasion with Great Britain.</p> <p>British Geography</p> <ul style="list-style-type: none"> <li>- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</li> <li>- Describe and understand key human and physical features of the United Kingdom</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>Celebrations</p> <p>Christmas story and advent leading up to this. How we celebrate this and why we celebrate.</p> <p>St Andrews day and the story behind this</p>	<p>Getting on and falling Out</p> <p>Anti bullying week</p>	<p>Variables, and how they change the program/app</p>			<p>Colours and numbers</p> <p>Spanish day – songs and stories</p>	

Term 3	<p>Egyptians, find Egypt in an atlas, fact finding about ancient egypt</p> <p>Pharaohs, Tutankhamen, rituals,</p> <p>Discussions linked with their leadership and use of slaves, linked with democratic choice and the difference</p> <p>Alternate view of how the pyramids are built</p> <ul style="list-style-type: none"> <li>- Pupils can challenge sources of information.</li> <li>- Can explain the achievements of ancient civilizations and their impact on the world in the past and today.</li> </ul>	<p>The River Nile</p> <p>Explanation of how this helped to build their community</p>		<p>Going for Goals</p>	<p>Designing and creating computer programs</p>	<p>Planet art</p>	<p>Hieroglyphics, making a cartouche</p>	<p>Songs and greetings</p>	
Term 4	<p>Can examine and compare artefacts.</p>	<ul style="list-style-type: none"> <li>- Pupils can confidently locate countries in Africa on a map</li> <li>- pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/ Greenwich Meridian</li> <li>- Pupils can describe an increased range of aspects of physical geography.</li> <li>- Pupils can describe an increased range of aspects of human geography.</li> </ul>	<p>What do Easter celebrations mean for Christians?</p> <p>Signs and symbols within the church</p>	<p>Good to be me</p>	<p>What if statements linked with creating a computer programme</p>	<p>Research and develop design criteria to inform the design of a functional, building fit for purpose, aimed at individuals or groups.</p> <p>Communicate idea through discussion annotated sketches.</p> <p>Research, significant structures, who built it, where in the world is it?</p>	<p>Spanish – where do I live?</p> <p>Spanish – asking for directions</p> <p>Link to Geography &amp; D&amp;T.</p> <p>Spanish directions and movements</p>	<p>Beat &amp; Rhythm.</p> <p>Note Values</p> <p>Music Making</p> <p>Rhythms</p>	
Term 5	<p>Early Civilisations- the Mayans- focus on importance of the outdoors/lifestyles/art</p>	<p>Rainforests</p> <ul style="list-style-type: none"> <li>- Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography.</li> <li>- Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography.</li> </ul>	<p>2 RE UNITS- UNIT 8 BEAUTIFUL WORLD...UNIT 6 BUDDHISM</p>	<p>Relationships</p>	<p>Debugging a computer programme</p>	<p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials –draw from real life- use the outdoors</p> <p>☑ Learn about great artists,</p>	<p>Food and favourite foods linked with mayan recipes</p>	<p>Beat &amp; Dynamics</p> <p>Notes on the stave</p> <p>Rhythms with rests</p> <p>Composition</p>	

Term 6	2	Countries around the world, compare and contrast two localities	KS2 RE UNITS – UNIT 11 RELIGION IN THE NEIGHBOURHOOD/UNIT 1 CHRISTIAN BELIEFS AND LIFESTYLE	Changes	Debugging a computer programme	Use research & criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work Use mechanical systems in own work Understand seasonality; prepare & cook mainly savoury dishes-dishes connected to topic/ Spain	Weather School objects	Spanish music
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# Class 6 NM

	History	Geography	RE	PSHE	ICT	Art	D & T	MFL	Music / drama
Term 1	<p>Life in AG – a study of life in Athens Beliefs in AG</p> <p>The story of Pheidippedes The battle of marathon</p>	<p>Physical geography of Greece. Geography of Europe and locate features on maps of Greece. Link to mythology of AG.</p> <p>Comparison between Athens and Sparta</p>	Symbolism and religious buildings.	New Beginnings	Programming: Using Scratch to create a simple game.	design masks based upon mythical monsters		Vocab: our likes and dislikes	Perform a play created using our masks
Term 2	Hallowe'en, the origins and in which parts of the world it is celebrated	<p>Celebrations around the world – location – comparisons links to RE and celebrations The Hogbetsotso festival in Ghana – the festival of the exodus. Japanese day of culture. Contrast the modern and traditional aspects of Japanese life through this celebration 30th November: St Andrew's day, the patron saint of Scotland. Countries in Africa.</p>	<p>Bodhi day – an important day in the Buddhist calendar. Hanukkah – the Jewish festival of lights</p>	Getting on and Falling Out	Collecting and analysing data	Traditional Japanese art – responding to the artwork 'views of Mt Fuji' and creating our own using collage.		Statements and questions, expressing simple opinions	
Term 3			<p>Bible stories. What the Bible means to Christians. Learning about the way the Bible is organised. Retelling Bible stories in different ways.</p>	Going for Goals	Designing and creating computer programs	Heath Robinson's artwork. Personal response.	Designing and creating our own Heath Robinson invention. Researching and evaluating other practical inventions		
Term 4	How the building of the railways affected the way British people spent their time: Victorian seaside resorts.	<p>Geography of the UK.</p> <p>Major towns and cities: being able to identify and place them on a map. Reading different scales and calculating the distances between locations using this.</p> <p>Comparison between Blackpool and Skegness and investigation of tourism in the two localities.</p>	<p>Muslim belief and lifestyle. Learning the 5 pillars of islam and how they affect day-to-day life of Muslims.</p> <p>Places of worship: features of a mosque and prayer. Visit to a mosque and questions to ask an Imam.</p>	Good to be me	Using search technologies effectively (literacy link)	Traditional GNER artwork – evaluating the ways in which attractions are portrayed to be persuasive. Production of our own 'Visit Skegness' design to replace the Jolly Fisherman.		Building up a dialogue – longer simple conversations.	Beat & Rhythm. Note Values Making Music Making Rhythms
Term 5	Early Civilisations- the Mayans- focus on importance of the outdoors/lifestyles/art		2 RE UNITS- UNIT 8 BEAUTIFUL WORLD...UNIT 6 BUDDHISM	Relationships		<p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials – draw from real life- use the outdoors ☑ Learn about great artists,</p>		Telling simple stories	Beat & Dynamics Notes on the stave Rhythms with rests Composition

Term 6	History- Early Civilisations- the Mayans- focus on the multicultural aspect/children/lifestyles		KS2 RE UNITS – UNIT 11 RELIGION IN THE NEIGHBOURHOOD/UNIT 1 CHRISTIAN BELIEFS AND LIFESTYLE	Changes	Free project: design and market a game	Use research& criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work Use mechanical systems in own work Understand seasonality; prepare & cook mainly savoury dishes-dishes connected to topic/ Spain	Read short descriptions of people in the class – who could it be?	
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