Riseley Church of England Primary School

Upper Key Stage 2 Curriculum Knowledge Overview (Topics)

Subject	Knowledge Content	Topic	Year Group	What will be delivered and how will it connect to other knowledge?
Science	Living things and their habitats	Our Blue Planet (Autumn Term) Key Question: Why do we need earthquakes and volcanoes on earth?	5	Pupil will learn about the life cycles of mammals, amphibians, insect and birds from a specific area within the continent of North America. Pupils will describe the life processes of reproduction in some plants and animals that live in North America. This learning will connect with their study of volcanoes and earthquakes and a focused study on California and its earthquake in 1994 and Mount St Helens in 1980.
Geography	Human and physical geography			Pupils will learn about the physical geography of North America including mountains, volcanoes and earthquakes with a particular focus on California and Mount St Helens. Pupils will locate the North American continent on a world map and label specific physical features on a continental map including the Rockies, California, Nevada, famous earthquake sites, volcanoes and rivers. Pupils will make comparisons between a region of the United Kingdom and California.
	Locational Knowledge			
	Place knowledge			
History	Katherine Johnson	Black History Month (Autumn Term) Key Question: Why did NASA take so long to recognise the role of Katherine Johnson?		Pupils will learn about Katherine Johnson and her contribution to the American Space Programme. Katherine worked at NASA as a 'computer' and did a lot of the calculations needed to put the first American in space. She had to overcome adversity as a black woman living in 1960s America to be accepted by her white male colleagues. This knowledge will connect to the learning that Year 5 pupils will study earth and space in the Spring Term. Pupils will also be able to make connections with their learning from Year 1 and 2 when they studied Rosa Parks and Martin Luther King.
Science	Earth and Space	To Boldly Go (Spring Term) Key Question: Why was heat and cold so important to world history in the 1950s and 1960s?		Pupils will learn about the movement of the Earth, its place relative to the sun and other planets in our solar system, the movement of the moon relative to the earth and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. This learning will connect strongly to their history study of the space race between the USA and USSR in the 1950s and 1960s during the Cold War.
	Forces			Pupils will learn about gravity, the effects of air resistance, water resistance and friction. They will also learn about some mechanisms including levers, pulleys and gears which allow a smaller force to have a greater effect. This learning will also connect in part to the learning of Earth and Space as well as their study of the Space Race.
	Properties and changes of materials			Pupils will learn about everyday materials and compare them based on their properties, they will learn about solutions including liquids, gases and solids. This learning can connect, in part, to their study of earth and space and the Space Race to consider how materials were chosen to perform certain roles in spacecraft e.g. heatshields, liquid oxygen and nitrogen etc.
History	The Space Race			Pupils will learn about the Space Race between the USA and USSR during the Cold War. After World War II both countries wanted to demonstrate that their philosophy (Communism or Democracy) was superior to the other. This was played out through the Space Race and the race to land a man on the moon. Initially, the USSR took a commanding lead, but the USA eventually won by landing a man on the moon in 1969. Pupils will learn the chronology of the era and how technology advanced rapidly to allow men to the leave the safety of earth and the impact this had on world events.
History	The Roman Empire	Civilisation and Expansion (Summer Term) Key Question: What did the Romans ever do for us?		Pupils will learn about the Roman Empire and its impact on Britain. Pupils will learn the chronology of the topic, the attempted invasion by Julius Caesar in 55BC, the successful invasion by Claudius, the Roman Empire in AD42 and their subsequent departure in AD410 and the collapse of the Roman Empire connecting their learning back to Year 4 and the Anglo-Saxons. Pupils will learn about the impact of the Romans in Britain including place names, roads etc. This will make a strong connection to their study of St Albans for their local history study.
	Local Study: Bedford			Pupils will be taught about the life of John Bunyan making connections with their studies in RE. Pupils will establish connections between their previous historical knowledge and apply to our local context including the anglo-saxons.
Geography	Locational Knowledge			Pupils will use maps of Europe and beyond to label the Roman Empire and compare it to the world stage today. Pupils will get a sense of the size of the area controlled by the Roman Empire and begin to understand how it eventually ended. Pupils will develop their use of geographical language to explain locations in relation to the equator etc. Pupils will also begin to identify physical and human characteristics of the empire itself including resources captured by the Romans in particular countries.
	Geographical skills and fieldwork			Pupils will use maps, including digital mapping to identify particular characteristics from across the regions that were under Roman control including labelling landmarks of interest including London, Colchester, St Albans, Hadrian's Wall etc.
Science	Animals including humans	Sport and Science Week (Summer Term)		Pupils will learn about the changes as human develop to old age including the changes to their bodies in puberty.
Science	Living things and their habitats	The Changing World (Autumn term) Key Question: How can learning about how the world has changed help us plan for its future?	6	Pupils will learn about how living things are classified according to common observable characteristics and be able to give reasons for classifying plants and animals based on these characteristics. Pupils will research unfamiliar animals and plants from a range of habitats including a focus on the polar regions and determine where they belong in the classification system e.g. penguins. This learning will connect to a focus on polar regions in their geography studies.
	Evolution and Inheritance			Pupils will learn about how living things have changed over time and how fossils provide information about living things from millions of years ago. This will connect their learning from Year 3 and Year 2 when they learnt about dinosaurs and fossils. They will learn about how living things produce offspring of the same kind but how they are different from their parents. They will identify how animals and plants

				adapt to their environment with a particular focus on animals and plants that live in polar regions and how they have adapted to this extreme environment. They may spend some time researching the work of Charles Darwin and reflect back on their studies of Mary Anning.
Geography	Human and physical geography			Pupils will learn about the physical geography of the polar regions and how human activity has impacted the polar regions due to the burning of fossil fuels and global warming, with a in-depth look at rising sea levels. Pupils will identify the regions on a world map and globe and use digital mapping to identify key characteristics.
	Locational Knowledge			
History	Olaudah Equiano	Black History Month (Autumn Term) Key Question: Who was Olaudah Equiano and why is he remembered?		Olaudah Equiano was an influential 18th Century Black anti-slavery campaigner who wrote a powerful autobiography about his experiences as a slave in Virginia, USA. Pupils will learn about his life before, during and after being an enslaved person and how this connects to their previous learning about black history.
History	The Victorian Era	Inventors and Inventions (Spring Term) Key Question: Should the Victorians be considered as our most important inventors?		Pupils will learn about the Victorian era during the reign of Queen Victoria and the changes that took place during this period. This learning will connect with their Science learning about electricity and light. Pupils will learn about famous Victorian inventors and focus on the growth of the railways during the late 19th and early 20th Centuries.
Science	Electricity			Pupils will build on the previous knowledge from Year 4 and learn that brightness of a lamp or the volume of a buzzer is associated with the number of voltage of cells in a circuit. They will compare and give reasons for variations in how components function including brightness and loudness.
	Light			Pupils will learn that light travels in straight lines and explain how objects are seen based on light and how it travels. Pupils will build on their knowledge and understanding of shadows and light from Year 3. Pupils will make connections with Light and electricity throughout their study of Victorian inventions.
History	Ancient Greece	Through the Ages (Summer Term) Key Question: Are the Ancient Greeks responsible for our way of life?		Pupils will complete a study of Ancient Greece, the lives of the ancient Greeks, their achievements and their influence on the western world. This will include a focus on the Ancient and Modern Olympics. Pupils will learn about Spartans, the battles of Thermopylae and Marathon, the Greek Gods and myths and finally about famous Greek philosophers and democracy.
Geography	Locational Knowledge			Pupils will learn about the physical and human aspects of Greece and the wider Mediterranean region including nearby countries, weather, landmarks as well as making connections with their previous learning about mountains, rivers etc.
	Human and physical geography			
Science	Animals including humans	Sport and Science Week (Summer Term)		Pupils will learn about the main parts of the human circulatory system including the heart, lungs, blood vessels and blood itself. Pupils will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Pupils will also learn about the ways in which nutrients and water are transported within animals including humans.