

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*  
*Respect, Honesty, Tolerance, Justice, Forgiveness*

## Holy Cross Catholic Primary School Upper Key Stage 2 Curriculum Map 2023-2024 (Cycle B)

Year Group –  
Intent-

We provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally to ensure they are well prepared for their next stage of education and life in the 21st century. We are committed to cultural entitlement and provide a rich and varied curriculum that motivates and engages learners through representing the diversity of our school community and offering a wide range of extra-curricular activities. Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.

Subject	Autumn	Spring	Summer
Topic Title	<b>Traders and Raiders</b>	<b>Kingdom of Benin</b>	<b>Tomorrow's World</b>
Main Topic Theme	Vikings – History North America - Geography	Kingdom of Benin - History	Cities - Geography House of the future - DT
School Value Focus	Respect Honesty	Tolerance Justice	Forgiveness Mission Statement
Home Learning Link	Influences from the USA – What products/brands do we use from the USA?	First-hand experiences of West Africa within own community	Make models of futuristic Earths or other imaginary planets as described in science fiction
English Reading Text	Year 5 – Stormbreaker by Alex Rider, Pig Heart Boy by Malorie Blackman Yr 6 - Class Text – Corey's Rock by Sita Brahmachari, Private Peaceful Michael Morpugo	Yr.5 - Street Child by Berlie Doherty, There's a Boy in the Girls Bathroom by Louis Sachar Year 6 - The Other Side of Truth by Beverly Naidoo Skellig David Almond	Year 5 – Beowulf Michael Morpugo, A Series of Unfortunate Events by Lemony Snicket Year 6 - Northern Lights by Phillip Pullman The Lady of Shalott by Tennyson
English Writing Text	Year 5 – The Man who Walked Between 2 Towers, Robot Girl, Hidden Figures, Percy Jackson, The Tempest  Year 6 – The Arrival, Windrush Child, Can we Save the Tiger, The Last Bear	Year 5 – The Lost Thing, The Island, The Lizzie and Belle Mysteries, Freedom Bird, The Sleeper and the Spindle  Year 6 – The Invention of Hugo Caberet, Suffragettes, The Three Little Pigs Projects, The Boy in the Tower	Year 5 –Children of Benin, Afton Zachen, Origami Yoda, Curiosity  Year 6 – Grimm Tales, Rain Player, The Unforgotten Coat, A Beautiful Lie
Maths link	Measures – length, weight, conversions co-ordinates, classifying and sorting	3D shape, pattern, perimeter angles	Position and direction, pattern, height Reading charts and graphs - scales
Cultural entitlement – including possible visits / visitors	Viking workshop within school	Celebration of West Africa – Family and Community Day	School trip to Tilbury Fort – History and Geography link

<b>Cultural diversity link</b>	Migration – Viking and North American	Inspirational West African people and their contributions to society.	UN World Commission on Environment and Development – countries working together to ensure sustainability
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<b>Science</b>	<b>Year 5 Science</b> Earth and Space Forces (3 weeks in Autumn term and 3 weeks in Spring Term) <b>Year 6 Science</b> Electricity Light	<b>Year 5 Science</b> Properties and Changes of Materials. Forces (3 weeks in Autumn term and 3 weeks in Spring Term) <b>Year 6 Science</b> Animals and Humans Evolution and Inheritance term and 3 weeks in Spring Term)	<b>Year 5 Science</b> Living Things and their Habitats Animals, including Humans. <b>Year 6 Science</b> Living Things and their Habitats
<b>RE Come and See</b>	Y5; Ourselves/ Life choices/ Hope Y6; Loving/Vocation & Commitment/ Expectations.  Judaism Week	Y5; Mission/ Memorial sacrifice/ Sacrifice. Y6; Sources/Unity/ Death & New Life	Y5; Transformation, Freedom & Responsibility, Stewardship Y6; Witnesses, Healing, Common Good  Islam Week
<b>History</b> To take place the 1 <sup>st</sup> half of each term. See skills sheet	<b>The Vikings</b> <b>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</b> The Viking and Anglo-Saxons struggle for the Kingdom of England	<b>Benin (West Africa)</b> <b>What sort of place was Benin 500 to 1000 years ago?</b> The achievements of a non-European society	<b>Local Area – Tilbury Fort</b> <b>How shall we remember Tilbury Fort?</b> <b>Local History Study of a Heritage Site:</b> A study of a theme in British history that extends knowledge beyond 1066 – Tudors - WWII
<b>Geography</b> To take place the 2 <sup>nd</sup> half of each term. See skills sheet	<b>North America</b> <b>Can you plan a great American journey?</b>  <b>Place knowledge-</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America  <u><b>North America</b></u> (Medium term plan - Oddizzi)	<b>African rainforests</b> <b>What would settlement have looked like in early Benin?</b>  <b>Physical and Human geography</b> – describe and understand climate zones, biomes and vegetation belts Understand types of settlement and land use  <u><b>Rainforests</b></u> –(Oddizzi)	<b>Our Local Area – Location and links to the wider world – Tilbury Docks</b> <b>Why are cities established on rivers?</b>  <b>Human geography</b> – describe and understand economic activity including trade links <b>Fieldwork</b> - use fieldwork to observe, measure, record and present the human and physical features in the local area  <u><b>Local area and region</b></u> - Upper KS2* (Oddizzi)

<p><b>Art &amp; Design</b> To take place the 1<sup>st</sup> half of each term. <i>Incorporate the work of famous artists where relevant. Note that more than one artist can be studied over the course of the year.</i></p>	<p><b>Design for purpose – Yr. 5 unit</b> <b>Skills: Design</b> Designing to a given criteria; developing design ideas for a room interior, a coat of arms (Viking) and a product to fit a given name</p>	<p><b>Make my voice heard Yr. 6 unit – linked artist Pablo Picasso</b> <b>Skills: Drawing, Painting and Sculpture</b> Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message.</p>	<p><b>Architecture – yr. 5 unit</b> <b>Skills: Painting and Drawing</b> Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.</p>
<p><b>Design Technology</b> To take place the 2<sup>nd</sup> half of each term.</p>	<p><b>Navigating our World – yr. 6 unit</b> <b>Programme of Study: Mechanisms</b> Find out about the different mechanisms are used to get the best performance. Explore how levers, pulleys, gears and hydraulics are used to steer the boat.</p>	<p><b>Design an item of clothing (waistcoat example- traditional African patterns) Yr. 6 unit</b> <b>Programme of Study: Textiles</b> Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, design, assemble and decorate a waistcoat for a chosen purpose.</p>	<p><b>Come Dine with me – yr. 6 unit</b> <b>Programme of Study: Cooking and Nutrition</b> Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p>
<p><b>Music</b> To take place alternate weeks with PSHE</p>	<p><b>Year 5: Livin' On A Prayer</b> Rock - How rock music developed from the Beatles onwards. Analysing performance. <b>Christmas Carol Concert</b>  <b>Year 6: Happy Pop/Motown</b> What makes us happy? Video/project with musical examples. <b>Christmas Carol Concert</b>  <b>String Instruments</b></p>	<p><b>Year 5: Make You Feel My Love</b> Pop Ballads - Historical context for ballads. <b>The Fresh Prince of Bel Air</b> Hip Hop- Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.  <b>Year 6: Benjamin Britten - A New Year Carol</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra. Literacy and history, Britten100.org,<a href="http://www.fridayafternoons.co.uk">www.fridayafternoons.co.uk</a>. The historical context of Gospel music and Bhangra. <b>Classroom Jazz</b> Jazz, Latin, Blues. History of music - Jazz in its historical context. <b>String Instruments</b></p>	<p><b>Year 5: Dancing In The Street</b> Motown - The history of Motown and its importance in the development of Popular music. Civil rights. <b>Year 5 Music Festival</b>  <b>Year 6: You've Got A Friend</b> The music of Carole King Her importance as a female composer in the world of popular music. <b>String Instruments</b>  <b>Year 6 Summer Production</b></p>

<p><b>Computing</b></p> <p>Computing slot 1 hour per week in the afternoon.</p> <p>ICT slot 1 morning session per week.</p> <p>Kapow Computing</p>	<p><b>Year 5</b> Search Engines Programming Music Online Safety</p> <p><b>Year 6</b> Bletchley Park Introduction to Python Online Safety</p>	<p><b>Year 5</b> Mars Rover 1 Micro Bit Online Safety</p> <p><b>Year 6</b> Big Data 1 History of Computers Online Safety</p>	<p><b>Year 5</b> Stop Motion Animation Mars Rover 2 Online Safety</p> <p><b>Year 6</b> Big Data 2 Inventing a Product Online Safety</p>
<p><b>Physical Education Get Set</b></p>	<p><b>Year 5 –</b> Yoga Dodgeball and swimming</p> <p><b>Year 6 –</b> Swimming and netball Yoga</p>	<p><b>Year 5 –</b> Dance Football and volleyball</p> <p><b>Year 6 –</b> Dance Hockey and Basketball</p>	<p><b>Year 5 –</b> Gymnastics Athletics and cricket</p> <p><b>Year 6 –</b> Gymnastics Athletics and rounders</p>
<p><b>MFL – French</b></p> <p>To be taught alternate weeks for 30 minutes (alternating with Handwriting).</p> <p>(4 lessons a term, 2 on each unit)</p>	<p><b>Year 5: Rigolo 2 MFL Curriculum</b> <b>Unit 1: Salut, Gustave!</b> <b>Unit 2: A l'école</b></p> <p>Greetings, brothers and sisters, using 3<sup>rd</sup> person for have/have not, school subjects, time.</p> <p><b>Year 6: Rigolo 2 MFL Curriculum</b> <b>Unit 7: Le week-end</b> <b>Unit 8: Les vêtements</b></p> <p>Asking and saying about activities, likes and dislikes, opinions about clothes.</p>	<p><b>Year 5: Rigolo 2 MFL Curriculum</b> <b>Unit 3: La nourriture</b> <b>Unit 4: En ville</b></p> <p>Asking for food items, healthy and unhealthy food, town places, directions.</p> <p><b>Year 6: Rigolo 2 MFL Curriculum</b> <b>Unit 9: Ma journée</b> <b>Unit 10: Les transports</b></p> <p>Daily routines, breakfast, typical day, transport, planning a trip, buying tickets.</p>	<p><b>Year 5: Rigolo 2 MFL Curriculum</b> <b>Unit 5: En vacances</b> <b>Unit 6: Chez moi</b></p> <p>Holidays, rooms in the house, activities in the home.</p> <p><b>Year 6: Rigolo 2 MFL Curriculum</b> <b>Unit 11: Le sport</b> <b>Unit 12: On va faire la fête!</b></p> <p>Sports, revise transport and places, revise descriptions of people and clothes, revise food and clothes, order food in a café.</p>

<p><b>PHSE</b></p> <p>To take place alternate weeks with Music or blocked half termly</p> <p>TEN:TEN Journey in Love Dot Com First Aid</p>	<p><b>Year 5</b></p> <p>Story Sessions: <a href="#">Calming the Storm</a></p> <p>Session 1: <a href="#">Under Pressure</a></p> <p>Session 2: <a href="#">Do You Want A Piece of Cake?</a></p> <p>Session 3: <a href="#">Self-Talk</a></p> <p>Session 4: <a href="#">First Aid – Bleeding</a></p> <p>Session 5: <a href="#">First Aid – Choking</a></p> <p>Session 6: <a href="#">Current Trends – Grooming</a></p> <p><b>Year 6</b></p> <p>Story Sessions: <a href="#">Calming the Storm</a></p> <p>Session 1: <a href="#">Gifts and Talents</a></p> <p>Session 2: <a href="#">Peculiar Feelings</a></p> <p>Session 3: <a href="#">Emotional Changes</a></p> <p>Session 4: <a href="#">First Aid – Basic Life Support</a></p> <p>Session 5: <a href="#">First Aid – Basic Life Support</a></p> <p>Session 6: <a href="#">Current Trends – County Lines</a></p>	<p><b>Year 5</b></p> <p>Session 1: <a href="#">Sharing Isn't Always Caring</a></p> <p>Session 2: <a href="#">Cyberbullying</a></p> <p>Session 3: <a href="#">Types of Abuse</a></p> <p>Session 4: <a href="#">Impacted Lifestyles</a></p> <p>Session 5: <a href="#">Making Good Choices</a></p> <p>Session 6: <a href="#">Journey in Love – Physical</a></p> <p>Session 6: <a href="#">Current Trends – TBC</a></p> <p><b>Year 6</b></p> <p>Session 1: <a href="#">Girls' Bodies</a></p> <p>Session 2: <a href="#">Boys' Bodies</a></p> <p>Session 3: <a href="#">Spots and Sleep</a></p> <p>Session 4: <a href="#">Body Image</a></p> <p>Session 5: <a href="#">Making Babies (Part 1 and Part 2)</a></p> <p>Session 6: <a href="#">Menstruation</a></p> <p>Session 7: <a href="#">Journey in Love – Physical</a></p> <p>Session 8: <a href="#">Current Trends – Hate Crime</a></p>	<p><b>Year 5</b></p> <p>Session 1: <a href="#">Giving Assistance</a></p> <p>Session 2: <a href="#">Catholic Social Teaching</a></p> <p>Session 3: <a href="#">Reaching Out</a></p> <p>Session 4&amp;5: <a href="#">Journey in Love – Social, Emotional and Spiritual</a></p> <p>Session 6: <a href="#">Wellbeing and Relaxation</a></p> <p>Session 7: <a href="#">Current Trends – Knife Crime</a></p> <p><b>Year 6</b></p> <p>Session 1: <a href="#">Seeing Stuff Online</a></p> <p>Session 2: <a href="#">Catholic Social Teaching</a></p> <p>Session 3: <a href="#">Reaching Out</a></p> <p>Session 4&amp;5: <a href="#">Journey in Love – Social, Emotional and Spiritual</a></p> <p>Session 6: <a href="#">Wellbeing and Relaxation</a></p> <p>Session 7: <a href="#">Current Trends – TBC</a></p>