



UKS2

Curriculum Objectives & Knowledge Organiser

Autumn 2019

AUTUMN 1 and 2 – Cycle 2 – Beer, Bulbs & Biscuits – UKS2



GEOGRAPHY

G1 To investigate places

M3d Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

M3e Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

M3b Identify and describe how the physical features affect the human activity within a location.

M3c Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

G3 To communicate geographically

M3b Human geography including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

HISTORY

H1 To investigate and interpret the past

M3a Use sources of evidence to deduce information about the past

M3b select suitable sources of evidence giving reasons for choices

M3c Use sources of information to form testable hypotheses about the past

M3f Understand that no single source of evidence gives the full answer to questions about the past

H2 To build an overview of world history

M3a identify continuity and change in the history of the locality of the school

SCIENCE

SC8 To understand light and seeing

M3a Understand that light appears to travel in straight lines.

M3b Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.

M3c Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

SC7 To understand movement, forces and magnets

M3a Describe magnets as having two poles.

M3b Predict whether two magnets will attract or repel each other, depending on which poles are facing.

M3d Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.

M3e Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.

M3c Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

COMPUTING

Powerpoint project, Little Canada/German powerpoint:

Objectives:

- To investigate and use the basic features of Powerpoint
- To manipulate slide layouts and select design theme
- To create animation and transition based on the 'on-click' function from Powerpoint
- To add a range of multimedia, including sound/music

ART AND DESIGN

AD2 To master techniques

Print

M3a Build up layers of colours

M3b Create an accurate pattern, showing detail

M3c Use a range of visual elements to reflect the purpose of the work

Digital Media

M3a Enhance digital media through editing

AD3 To take inspiration from the greats (classic and modern)

M3a Give details (including own sketches) about the style of some notable artists, artisans and designers.

M3b Show how the work of those studied was influential in both society and to other artists

M3c Create original pieces that show a range of influences and styles

DESIGN & TECHNOLOGY

DT1 To master practical skills

Textiles

M3a Create objects (such as a cushion) that employ a seam allowance

M3b Join textiles with a combination of stitching techniques

M3c Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.

Food

M3c Demonstrate a range of baking and cooking techniques

M3b Measure accurately and calculate ratios of ingredients to scale up or down from a recipe

PSHE –

Core value: Love (Aut 1)

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Peace (Aut 2)

- To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise.

PSHE:

- To discuss how to make informed choices and begin to understand the concept of a 'balanced lifestyle'. To recognise that choices can have positive and negative effects.
- To deepen their understanding of comfortable and uncomfortable feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- To know how to recognise bullying and abuse in all its forms (including prejudice, bullying in person, online and through social media).

SEAL – ready to learn

- To focus on the conditions that promote or inhibit learning and motivation and put their ideas into practise in the classroom, through the development of the class contract.

Autumn 1 – Staying Safe

Learn school rules motto – be SMART

- To discuss strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

Autumn 2 – Screen out the mean

- To analyse online behaviours that could be considered cyberbullying and explain how to deal with a cyberbullying situation.
- To recognise the importance of engaging a trusted adult if they experience cyberbullying.

BRIGHT Learners

B is for Brave
R is for Ready

PE

PE1 – To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Gymnastics M3b - Hold shapes that are strong, fluent and expressive.

Gymnastics M3g - Use equipment to vault and to swing (remaining upright).

Gymnastics M3e - Practise and refine the gymnastic techniques used in performances (listed above).

Gymnastics M3a - Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills.

Games M3a - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

Games M3g - Uphold the spirit of fair play and respect in all competitive situations.

Games M3b - Work alone, or with team mates in order to gain points or possession.

Games M3h - Lead others when called upon and act as a good role model within a team.

Games M3f - Choose the most appropriate tactics for a game.

Games M3e - Field, defend and attack tactically by anticipating the direction of play.

ENGLISH

Street Child class reader

Historical narrative

Diary writing Jim's POV

Non-Chronological report – All about Reading

Maths

Measurement – Christmas cake

Nets – boxes for biscuits &

Christmas decorations

MUSIC

MU1 To perform

M3a Sing or play from memory with confidence.

M3b Perform as part of an ensemble

MU4 To describe music

M3b Describe how lyrics often reflect the cultural context of music and have social meaning.

RE DISCOVER

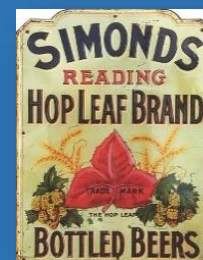
Islam

What is the best way for a Muslim to show commitment to God?

5 pillars

Christianity

Who is the most important person in the Nativity story?



Beer, Bulbs & Biscuits

AUTUMN 1 & 2 – Cycle 2 –Beer, Bulbs & Biscuits cont... - UKS2



HISTORY

To investigate and interpret the past

- Use sources of information to form testable hypotheses about the past

To build and overview of world history

- identify continuity and change in the history of the locality of the school

• Remembrance Day

Bonfire Night-Gunpowder Plot, Diwali, Christmas

P.E

PE1 – To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Dance M3d - Express an idea in original and imaginative ways.

Dance M3e - Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

Dance M3a - Compose creative and imaginative dance sequences.

Athletics M3e - Compete with others and keep track of personal best performances, setting targets for improvement.

Athletics M3b - Choose the best place for running over a variety of distances.

Games M3a - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

Games M3g - Uphold the spirit of fair play and respect in all competitive situations.

Games M3b - Work alone, or with team mates in order to gain points or possession.

Games M3h - Lead others when called upon and act as a good role model within a team.

Games M3f - Choose the most appropriate tactics for a game.

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RE DISCOVER

Christianity

Who is the most important person in the Nativity story?

PSHE

Core value: Peace

- To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise.

BRIGHT: Ready

SEAL – ready to learn

- To focus on the conditions that promote or inhibit learning and motivation and put their ideas into practise in the classroom, through the development of the class contract.

PSHE:

- To know how to recognise bullying and abuse in all its forms (including prejudice, bullying in person, online and through social media).

Autumn 2 – Screen out the mean

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- To recognise the importance of engaging a trusted adult if they experience cyberbullying.

Childnet: Game over

<https://www.childnet.com/resources/film-competition/2018/secondary-finalists>

<https://www.childnet.com/resources/film-competition/2016/secondary-finalists>

BRIGHT Learners

FOCUS - R – Being ready to learn

CORE VALUES – LOVE/PEACE

DESIGN & TECHNOLOGY

To master practical skills

Textiles

- Create objects(such as a cushion) that employ a seam allowance
 - Join textiles with a combination of stitching techniques
 - Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.
- Christmas cushion/decoration

Food

- Demonstrate a range of baking and cooking techniques
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe



Beer, Bulbs & Biscuits

Beer, Bulbs and Biscuits – Knowledge Organiser



Topic Overview

We will be exploring the way in which Reading has changed over time and looking at the impact industry has had on the local area.

Big Questions

How do street names reflect the past?

Why is Reading located where it is?

What role has Reading played in history?

How has Reading changed? How do you think it will change in the future?

What sources of historical evidence would help us find out about Reading?

Key Dates:

- **AD 870** The Vikings arrive in Reading
- **AD 1121** Henry I founded Reading Abbey
- **AD 1785** William Simmonds started brewing beer
- **AD 1807** Sutton Seeds was established
- **AD 1811** Joseph Huntley started making biscuits
- **AD 1841** the Great Western Railway
- **AD 1999** the Oracle was built

Key Historical Figures

Joseph Huntley and George Palmer – founders of Huntley and Palmers Biscuits

William Blackall Simonds – founder of the Simonds Brewery.

John Sutton – founder of Sutton Seeds

William Morris – influential designer in the Victorian Era

Isambard Kingdom Brunel – influential Victorian engineer

Henry I – King of England AD 1100 – 1135

John Kendrick – patron of the town

Vocabulary

Manufacturing – the making of objects on a large scale using machinery; industrial production

Economy – A country's or household's income and the way this is spent e.g. on goods and services

Artefacts – An historical object

Population – The total number of people living in a city, town or country

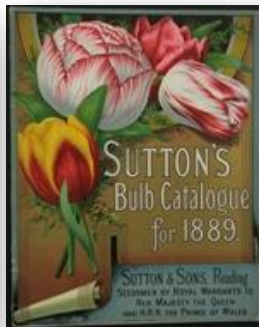
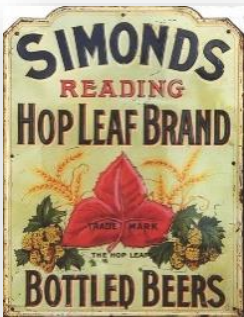
Abbey – The building or buildings occupied by a community of monks or nuns

Architecture – The design and style of a building

Settlement – A community where people live

Patron – A wealthy person who supports a cause

AD – Anno Domini, Latin meaning the year of our Lord, used in dates counted from the birth of Jesus



Artefacts and images

