

ST HELEN'S AND ST MARY'S PARTNERSHIP TERMLY OVERVIEW UKS2

UKS2 Termly Overview			
	Global Theme Peace and conflict	This term should be weighted in favour of History	
	Brave Changemaker Focus World Conflict - Look at examples of world conflicts (WW1 ad WW2) why did they occur and how can conflict be stopped? Understanding the importance of resolving conflict.	History Geography KEY: Blue = lower year Green = higher year TEXT:	
Knowledge and Understanding		Skills	Attitudes
TBC See Brave changemaker skills and global curriculum progression			

Termly Overview of knowledge and skills			
Context	Knowledge	Skills	Vocabulary
<p>History - What is the impact of war on children? How did events after WW1 lead to WW2? Kinder transport.</p>	<p>At the end of this unit the children will know:</p> <p>*Global link – Peace and conflict</p> <ul style="list-style-type: none"> The chronology of the first and second world war. The start and finish dates of the wars as well as other key events such as the D Day landings, the Battle of Britain and Pearl Harbour. Which countries were involved and how the treatment of Germany by the allies after the First World War heavily contributed to the rise of Hitler and the beginning of the Second World War. 	<p>Chronological understanding Use timelines to place and sequence local, national and international events. Identify changes and make comparisons within and across historical periods. Use timelines to place events and periods. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Range and Depth Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Identify changes and links within and across the time periods studied. Choose reliable sources of factual evidence. Give reasons why changes may have occurred, backed up with evidence. Describe how some changes affect life today. Know key dates, characters and events of time studied.</p> <p>Historical Interpretation Look at different versions of the same event and identify differences in the accounts.</p>	<p>Allies - The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China. Axis - The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later. Nazi party - A German political party with racist and anti-Jewish</p>

ST HELEN'S AND ST MARY'S PARTNERSHIP TERMLY OVERVIEW UKS2

	<ul style="list-style-type: none"> • That propaganda was used widely on all sides during the wars, between and after the wars. • The impact of war on children, including evacuation, loss of family members and homes etc. • The role of Kinder transport and the connection with the USA. 	<p>Give clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others. Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Start to understand difference between primary and secondary evidence. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion and bias and reliability.</p> <p>Enquiry Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Choose reliable sources of evidence to answer questions. Recognise primary and secondary sources Evaluate the usefulness and accurateness of different sources of evidence. Form own opinions about historical events from a range of sources. Use a range of sources to find out about an aspect of time past.</p> <p>Organisation and communication Present structured and organised findings about the past using speaking, writing, discussion, drama, maths, ICT, drama and drawing skills. Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p>	<p>ideas, led by Adolf Hitler.</p> <p>Atomic bomb - A very high-energy bomb made of radioactive material.</p> <p>Annex - To take another country's land and make it part of your country.</p> <p>Czechoslovakia A European country. Now two countries: the Czech Republic and Slovakia.</p> <p>Propaganda - Information designed to promote a political idea or opinion. Active service - Taking part in a military operation as part of the armed forces.</p>
	<p>Prior Learning The children have learnt about volcanoes in year 3/4. They have learnt about tectonic plates and the Ring of Fire. The children should be familiar with</p>	<p>Future Learning The children will look in more detail at the causes and effects of the World Wars in year 7. They will select and consider sources, evaluating their value as evidence.</p>	<p>Sticky Vocabulary</p>

ST HELEN'S AND ST MARY'S PARTNERSHIP TERMLY OVERVIEW UKS2

	where the USA is on a world map.		
--	----------------------------------	--	--

Termly Overview of knowledge and skills			
Context	Knowledge		Vocabulary
<p>Geography – How did Britain change during the world wars? Link to Kinder transport to the USA USA - The key geographical features.</p>	<p>At the end of this unit the children will know: *Global link – The impact of war on the physical and human features of Britain. Where the USA is on a world map. Geographical features of the USA – varied topography – mountains, lakes, plains, volcanic regions, canyons, rivers, valleys, climate etc.</p>		<p>Location Locate the main countries in Europe and North or South America. Locate and name principal cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Place Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. Human and Physical Geography Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW Describe and understand key aspects of physical geography. Skills and fieldwork Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Expand map skills to include non-UK countries. Using maps Compare maps with aerial photographs. Use index and contents page within atlases.</p>
	<p>Prior Learning Children will have previously studied</p>	<p>Future Learning The children will</p>	<p>Sticky Vocabulary Physical features Human features</p>
			<p>To understand how is distance represented on a map? Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>

ST HELEN'S AND ST MARY'S PARTNERSHIP TERMLY OVERVIEW UKS2

Termly Overview of knowledge and skills				
Context	Knowledge		Skills	Vocabulary
Art Drawing	Artist To know the work of an expressionist artist. To know how an artist uses tone to create the illusion of form and space – foreground, middle ground, background. Materials To know which materials and tools are most suitable for the paint being used. Techniques To know what a wash means when building up a background and when creating tone. To know how to blend colours to create different gradients.		Playing and exploring -Use tone to create the illusion of form and space (scale, foreground/middle ground/background) -Consolidate learning and make informed choices using different techniques for different purposes Planning and developing -Develop their own style using tonal contrast and mixed media -understand how the movement and position of your body effects the energy of the mark making eg standing making large strokes gives more energy than sitting. Applying For a final product, children should be able to annotate/explain why they have made decisions or used particular techniques either through their sketchbook work or pupil voice provision.	Tone, illusion, form, space, scale, foreground, middle ground, background, 2D shapes, 3D shapes, solid, tone, shape, space, line, grade, texture, shading, strokes, cross-hatching,
	Year 3 Prior Learning	Year 4 Prior Learning	Future Learning	Sticky Vocabulary

ST HELEN'S AND ST MARY'S PARTNERSHIP TERMLY OVERVIEW UKS2