



Redbrook Hayes Community Primary School

Connected Curriculum

Upper Key Stage 2

The Unthinkable Unsinkable!

As **historians** we will complete a longitudinal study of crime and punishment/ transport through time, identifying how and why things have changed.

Through this study we will develop our historical enquiry skills, setting ourselves research questions, using a range of sources and evidence to construct an informed response. We will consider the different interpretations of the past and use this to justify our opinions. We will present our findings in a thoughtful and well-organised manner.

As **geographers** we will map the fateful journey of the Titanic from Southampton to its original destination and where it now lies.

Through this study we will use maps to locate countries, and describe the human and physical characteristics of different countries along the route. We will use atlases, globes and digital maps to help us in our discovery and find out more about the different time zones the Titanic would pass through. We will use positional language to chart the course of the ship.

The Unthinkable

Unsinkable

As **artists** we will work artistically, creatively exploring and developing our ideas as well as evaluating our final pieces, as well as learning about great designers from History, like Thomas Andrews who designed the Titanic.

We will develop our drawing and painting skills by using observation, viewpoints and perspectives to create a variety of traditional and modern portraits; blending and mixing colours proficiently to create tonal contrasts and atmosphere.

This unit contributes to the whole-school plans for SMSC, British Values and Learning and Life Skills in the following ways.

British Values: Rule of Law, Individual Liberty and Mutual Respect.

SMSC: Spiritual (Appreciate that human endeavour can be expressed in many forms, wonder at the marvels of technology); Moral (describe and demonstrate numerous ways for resolving conflict, use assertiveness and self-confidence to make decisions, debate moral dilemmas); Social (Understand the importance of rules; discuss how groups of people can be discriminated against, and recognise how stereotypes can lead us to make unfair judgements of people); Cultural (Recognise and appreciate the experiences, values, traditions and experiences of others).

Learning and Life Skills: Working with others, Speaking and Listening.

Other Opportunities: The Water Cycle (Geography), Floating (Science), Pulleys and Levers for life-rafts (D&T), silhouettes (Art), Class system – rights and responsibilities (PSHE), Dramatise events (Drama), Musical film score (Music), Charles Lightoller and Molly Brown (History), Shipwrecks (Geography), women and children first – debate (English), Changing state (Science), script, letter and diary writing (English), Plymouth Harbour by Norman Wilkinson (Art).

Links to Literacy: *Treasure Island* by Robert Louis Stevenson, *The Highwayman* by Alfred Noyes, *Kensuke's Kingdom* by Michael Morpurgo, *My Story: Titanic* by Ellen Emmerson White, *Kaspar* by Michael Morpurgo, *Immigration – Holes* by Louis Sachar, *The Arrival* by Shaun Tan.

Enhancement Opportunities: Educational Visit – Liverpool Maritime Museum and Docks.

Geography

Geographical Skills & Enquiry – Upper Key Stage 2



Geographical Knowledge	The world and continents	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	The child can locate some major cities and countries of Europe and North and South America on physical and political maps. The child can describe some key physical and human characteristics of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)	The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)	The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)
	Skills & Enquiry	Map and atlas work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	The child can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. (E.g. Use physical and political maps to identify the Alps and the countries this region spreads across.)	The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. The child can use thematic maps for specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)
Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			The child can use four-figure grid references. The child can use OS map symbols and atlas symbols. The child can use maps at different scales. The child can recognise that contours show height. (E.g. Contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue.)	The child can use four-figure, and find six-figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)	The child can use four- and six-figure grid references with ease and accuracy. The child can describe the shape of the land from contour patterns. The child can work confidently with a range of maps from large-scale street maps to 1:50,000 maps. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map.)



National Curriculum Objective		Key Stage 1
Working artistically	Creatively explore and develop ideas	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p>
	Evaluate and analyse creative works.	<p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>
	Learn about great artists, architects and designers in history.	<p>Describe the artwork of artists</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Use work of artists to create own pieces</p> <p>Analyse the different elements of an artist's work and how</p> <p>Compare their own art work against the artist's own.</p> <p>Evaluate the successfulness of their work in comparison to the artist's intention</p> <p><u>Artist ideas:</u></p> <p><i>Thomas Andrews – RMS Titanic</i></p>

Developing Skills & Techniques	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Drawing / Mark making</p> <p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Investigate proportions</p> <p>Use a range of mediums on a range of backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p> <p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks , lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Painting</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. <u>Composition</u>.</p> <p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>
---	--	---	---

History
Upper Key Stage 2 – Years 5 and 6



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Historical Knowledge	1. Constructing the past	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Learner can understand some features associated with themes, societies, people and events. <i>E.g. Understand aspects of life in Mayan times.</i></p>	<p>Learner can provide overviews of the most significant features of different themes, individuals, societies and events covered. <i>E.g. Give a summary of the main features of Mayan society.</i></p>	<p>Learner can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i></p>
	2. Sequencing the past	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Learner can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i></p>	<p>Learner can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i></p>	<p>Learner can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i></p>

Historical Enquiry	<p>6. Planning and carrying out a historical enquiry</p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>Learner can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. <i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i></p>	<p>Learner can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</i></p>	<p>Learner can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses. <i>E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i></p>
	<p>7. Using sources as evidence</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Learner can accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.</i></p>	<p>Learner can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected the local area.</i></p>	<p>Learner can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. <i>E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.</i></p>