

<u>Where I live</u>	<u>Round and Round</u>	<u>Cold, cold, cold!</u>	<u>Jungles</u>	<u>Once upon a time</u>	<u>Seasides</u>
<p>Geography</p> <ul style="list-style-type: none"> To be able to describe the local area (including the school) and its features. To be able to identify key human features of an area, To be able to name key physical features – hills, stream, bank, grassland, jungle directional concept of; e.g. near/ far, left/right. Use directional language to describe the location of features Follow and give directions (up/down, left/right and forwards/backwards, near/ far) Use aerial photographs to identify features Use a simple picture map to move around the school Begin to build a ‘mental map’ to recall the location of the equator and hot/cold places <p>History</p> <ul style="list-style-type: none"> Say how some familiar buildings, objects and places have changed over time <p>DT</p> <ul style="list-style-type: none"> Use basic food handling, hygienic practices and personal hygiene Cut, grate, spread and hand peel ingredients safely and hygienically. Say where food comes from and know which food is grown 	<p>History.</p> <ul style="list-style-type: none"> Describe some characteristics of images -past and present. Remembers parts of stories and memories about the past Know the difference between the past and present. Sequence objects identifying old and new. Recognise passing of time within and beyond living memory e.g. lunchtime/ home time yesterday/todaya long time ago. Recognise how something has changed within their living memory. Understand that historical events happened a longtime ago. Describe and make comparisons between the characteristics of the past and present Ask questions about unknown objects and begin to answer them with support. Begin to identify different ways to represent the past (e.g. photos, stories, adults) <p>DT</p> <ul style="list-style-type: none"> Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Draw simple designs for products Select tools and use them with control to perform tasks e.g. cutting or joining Explore how to make wheels and axles Play with and explore a range of existing products: Noticing and describing the materials used. Suggesting what the product is for (purpose) and how well it works (function) 	<p>Geography</p> <ul style="list-style-type: none"> To be able to locate the equator. To be able to locate hot and cold countries of the world. To be able to name the 7 continents: To be able to describe different types of weather in their locality. To know the four seasons and their typical features within the UK. To explain the relationship of hot/cold areas of the world in relation to the equator. To be able to compare one small area of the UK with another area on a different continent Collect and measure the rainfall with a plastic rain gauge Measure wind speed with an anemometer <p>History</p> <ul style="list-style-type: none"> Understand that historical events happened a longtime ago. Describe and make comparisons between the characteristics of the past and present <p>ART</p> <ul style="list-style-type: none"> Think of an idea of what they want to create based on their imagination, observation or experiences Explore and experiment with different ways to use mediums and tools Create simple representations of people and other things using simple shapes and lines with control e.g. visible body parts like fingers and toes. Use different size tools (brushes, sponges and printing) . Paint from observation and imagination controlling use of line and colour Colour: Know that colours can represent an object (e.g. green grass) or make things look hot or cold (blue and white for a frosty day) Name some of the primary colours used to make a secondary colour and mix it Talk about drawings and paintings and say what they feel Describe the use of colour and explain if it hot or cold 	<p>Geography</p> <ul style="list-style-type: none"> To be able to locate the equator. To be able to locate hot and cold countries of the world. To be able to name the 7 continents: A To be able to describe different types of weather in their locality. To know the four seasons and their typical features within the UK. To explain the relationship of hot/cold areas of the world in relation to the equator. <p>History</p> <ul style="list-style-type: none"> Understand that historical events happened a longtime ago. Describe and make comparisons between the characteristics of the past and present <p>ART</p> <ul style="list-style-type: none"> Talk about drawings and paintings and say what they feel Ask and answer questions about their explorations and creations Think of an idea of what they want to create based on their imagination, observation or experiences Create simple representations of people and other things using simple shapes and lines with control e.g. visible body parts like fingers and toes. Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Some obvious dark and light shades are represented Explores techniques to represent texture Name an artist they have studied Talks about the art work – colour, shape etc Manipulate modelling materials in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay/play dough Develop and use a mixture of materials to create texture for effect.- collage 	<p>Geography</p> <ul style="list-style-type: none"> Recognise common features of maps directional concept of; e.g. near/ far, left/right. Use directional language to describe the location of features Follow and give directions (up/down, left/right and forwards/backwards, near/ far) Draw simple story maps <p>History</p> <ul style="list-style-type: none"> Say how some familiar buildings, objects and places have changed over time Ask questions about unknown objects and begin to answer them with support. begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past BBC website) <p>DT</p> <ul style="list-style-type: none"> Suggest ideas and explain what they are going to do Draw simple designs for products Explore how shape, height and materials can change the stability of structures (e.g. bridge) <p>Play with and explore a range of existing products:</p> <ul style="list-style-type: none"> Suggesting what the product is for (purpose) and how well it works (function) Can describe how their product works (function), what it is made of (material) and what it is used for (purpose) 	<p>History</p> <ul style="list-style-type: none"> Match objects to people of ages. Describe some characteristics of images - past and present. Remembers parts of stories and memories about the past Know the difference between the past and present. Sequence objects identifying old and new. Recognise passing of time within and beyond living memory e.g. lunchtime/ home time yesterday/todaya long time ago. Recognise how something has changed within their living memory. Understand that historical events happened a longtime ago. Describe and make comparisons between the characteristics of the past and present To talk about similarities and differences between ways of life in different periods. Understand that in the past people may have lived in different ways and begin to identify differences To talk about similarities and differences between ways of life in different periods. Understand that in the past people may have lived in different ways and begin to identify differences. Ask questions about unknown objects and begin to answer them with support. begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past BBC website) <p>DT</p> <ul style="list-style-type: none"> Identify a target group for what they intend to design and make Apply the language of measures/comparisons when making Explore and use simple levers and sliders in their products to make them move Play with and explore a range of existing products: Noticing and describing the materials used. Suggesting what the product is for (purpose) and how well it works (function) Can describe how their product works (function), what it is made of (material) and what it is used for (purpose)

Year 2 topic content

<u>Oceans and Seas</u>	<u>London's Burning</u>	<u>Hot, hot, hot!</u>	<u>Space</u>	<u>Dinosaur planet</u>	<u>I spy!</u>
<p>Geography</p> <ul style="list-style-type: none"> To be able to name, identify and locate the 7continents: To be able to locate and name the 5 oceans: To be able to recall and use the 4 compass points (NSEW) Understand basic Geographical vocabulary: To understand and be able to describe how people in different areas might live their lives in different ways. To understand that human actions have an impact on the people/animals of the planet <p>Art</p> <ul style="list-style-type: none"> Create based on their imagination, observation or experiences Play with ideas and develop one a little bit further by adding or altering Introduce basic control of the shape, size and proportion of objects to people. Line-using a pencil to represent finer detail e.g. representing the curly wool on a sheep. . Tone-blends dark to light tones controlling pressure between shades and introducing smudging. 	<p>Geography</p> <ul style="list-style-type: none"> To be able to name and locate countries and capital cities of the UK. <p>History</p> <ul style="list-style-type: none"> Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts. Can find similarities and differences of buildings during 1666 and today Can make comparisons to firefighting today and in 1666 Describe and make comparisons between images of a small number of people, events, places Ask questions and, with support, answer them using information given. Use a source – ask why, what, who, how, where questions Explore and discuss an unknown source (a painting of the Great Fire of London) <p>Art</p> <ul style="list-style-type: none"> Create based on their imagination, observation or experiences Play with ideas and develop one a little bit further by adding or altering Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, including layering, mixing media, scraping through etc. Name different types of paint and their properties. Poster/ powder/watercolour Work on a range of scales e.g. large brush on large paper etc. Mix and match colours to artefacts and objects. E.g. a tree is green and brown Discuss the use of colours and how they make you feel. Identify techniques studied in pieces of artwork Name artists they have studied Talks about the colours and techniques the artist has used 	<p>Geography</p> <ul style="list-style-type: none"> To understand that countries are grouped into continents. To be able to name, identify and locate the 7continents: To be able to locate and name the 5 oceans: Recognise and identify basic human and physical features Understand basic Geographical vocabulary: to name human and physical features Understand physical similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non- European country. To be able to compare one small area of the UK with another area on a different continent To understand and be able to describe how people in different areas might live their lives in different ways To be able to identify key human features of an area, Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of contrasting locations <p>ART</p> <ul style="list-style-type: none"> Create based on their imagination, observation or experiences Play with ideas and develop one a little bit further by adding or altering Introduce basic control of the shape, size and proportion of objects to people. Line-using a pencil to represent finer detail e.g. representing the curly wool on a sheep. . Tone-blends dark to light tones controlling pressure between shades and introducing smudging. Texture to represent texture in parts of the drawing using line e.g. rubbings, stippling, and flicks of the pencil. Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, including layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours to artefacts and objects. E.g. a tree is green and brown Discuss the use of colours and how they make you feel. Name artists they have studied Talks about the colours and techniques the artist has used <p>DT</p> <ul style="list-style-type: none"> Make simple drawings and label parts Explores ways to make pictures move in different directions (sliders, wheels, tabs, flaps) Play with and explore a range of existing products: 	<p>History</p> <ul style="list-style-type: none"> Place key events of a significant event in chronological order Physically sequence some events from a significant individual's life Recounts main events of a significant event/person's life Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts Compare 2 versions of a past event Use a source – ask why, what, who, how, where questions <p>DT</p> <ul style="list-style-type: none"> Make simple drawings and label parts Identify a purpose for what they intend to design and make Collaboratively identify simple design criteria Select tools and describe why they are using them Cut, join or shape in different ways to make a product successfully Explore how materials can be made stiffer and stronger Play with and explore a range of existing products: Noticing and describing why some materials are better suited for products than others Evaluate their ideas against design criteria, thinking about what is working well and what might need to be done differently 	<p>Geography</p> <ul style="list-style-type: none"> To be able to name and locate countries and capital cities of the UK. To understand that countries are grouped into continents. To be able to name, identify and locate the 7continents: To be able to recall and use the 4 compass points (NSEW) Use aerial photographs and plan perspectives to recognise landmarks in the local area and find the school. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features. Understand basic Geographical vocabulary Use aerial photographs and plan perspectives to recognise physical features of contrasting location To understand and be able to describe how people in different areas might live their lives in different ways Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of contrasting locations Make observations of the physical and human features of their locality Use simple compass directions (north, south, east and west) when navigating <p>ART</p> <ul style="list-style-type: none"> Think of alternative ways to explore and develop ideas thinking “what if I changed...how would that change...” Suggest ways for improving their work Join using clay slip Use a range of shaping and joining techniques with clay e.g. pinching, rolling, smoothing Use a range of techniques to shape and mould different materials e.g layering/shaping. Provide constructive criticism on how to improve/refine a piece of work Identify the techniques used in the artwork 	<p>Geography</p> <ul style="list-style-type: none"> To be able to name and locate countries and capital cities of the UK. To be able to recall and use the 4 compass points (NSEW) Recognise and identify basic human and physical features Recognise and follow a route on a map. Make observations of the physical and human features of their locality Use simple compass directions (north, south, east and west) when navigating Use a range of sight-seeing equipment – binoculars, sighting To be able to recall and use the 4 compass points (NSEW) Recognise and follow a route on a map. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features. Devise a simple map of the school or locality; constructing a key using basic symbols <p>DT</p> <ul style="list-style-type: none"> Identify a purpose for what they intend to design and make Collaboratively identify simple design criteria Follow safe procedures for food safety and hygiene Measure or weigh using measuring cups or electronic scales. Understand where food comes from. Chop, slice and peel food with a variety of equipment

Year 3 topic content

<u>Coral Catastrophe</u>	<u>Tribal Tales</u>	<u>Rocks, relics and Rumbles</u>	<u>Invaders</u>	<u>Lost treasures</u>	<u>The Grand Canyon</u>
<p>Geography</p> <ul style="list-style-type: none"> To be able to recall the 7 continents: To be able to recall the 5 oceans: To be able to locate the tropic lines. Use maps, atlases, globes and google maps Locate places on larger scale maps To be able to compare a larger region of the UK with another area on a different continent To understand and be able to describe how people in different areas might live their lives in different ways. Understand how changes in the weather through human actions can impact the physical features of the earth <p>Art</p> <ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures including blocking in, colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Understand complementary colours and warm/cold colours 	<p>History</p> <ul style="list-style-type: none"> Understand the key vocabulary BC/AD. Use known dates related to the passing of time. Sequence artefacts from different ages studied Uses words and phrases relating to the passing of time such as: century, decade, period. Make comparisons about the way of life in different time periods studied Know that people lived very differently in time periods learned Identify and sort artefacts/images from time periods learned <p>Understand key aspects of life from Stone Age to Bronze Age</p> <ul style="list-style-type: none"> Know key aspects of Hunter-gatherer lifestyle Interpret lifestyle in this time through stories Understand tribal kingdoms and cultures Observe and describe how objects, people, places change throughout a time period. Begin to talk about which historical sources are most useful to give us information. Devise historical questions by looking at sources (photos., artefacts and information) <p>Geography</p> <ul style="list-style-type: none"> Locate the main countries of Europe Identify major cities of Europe. 	<p>Geography</p> <ul style="list-style-type: none"> To understand the structure of the earth To know that there are different types of mountains - volcano focus Explain how volcanic mountains are formed. To know the role of tectonic plates in volcano formation To explain how volcanoes are formed and what causes them to erupt To be able to recall the oceans and continents To be able to name the countries within Europe. Identify major cities of Europe. <p>Art</p> <ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their art. Plan their drawings as necessary showing greater accuracy of scale and proportion e.g. by using very light pencil to plot out where objects will go. Experiment with different grades of pencil To explore shading with the use of: Line-to combine different shades of lines to create layers. Tone- blends dark to light tones. Texture-Introduce a combination of different lines for layers – hatching, cross hatching Provide constructive criticism on how to improve/refine a piece of work Identify the techniques used in the artwork Name artists and movements they have studied 	<p>History</p> <ul style="list-style-type: none"> Know that people lived very differently in time periods learned Identify and sort artefacts/images from time periods learned <p>Understand the impact of the Roman Empire on Britain including:</p> <ul style="list-style-type: none"> The Roman Empire by AD 42 and the power of its army British resistance Begin to talk about which historical sources are most useful to give us information. Find information independently and use sources of information in ways that go beyond simple explanations to answer questions. Explore the significance of artefacts and places and what these can/can't tell us about people of this time. Devise historical questions by looking at sources (photos., artefacts and information) <p>DT</p> <ul style="list-style-type: none"> Identify a purpose and establish criteria for a successful product. Make a technical drawing with labels when designing Measure, mark out, cut, score and assemble components with more accuracy Select tools and techniques specific to the purpose of making their product Recognise the role a base play in keeping a structure stable Apply understanding of how squares, triangle and arches to help strengthen or reinforce taller structures. <p>EXISTING PRODUCTS</p> <ul style="list-style-type: none"> Know what makes the product 'good/fit for purpose' and think about how that could help with their own ideas Identify what is going well and could be improved against the design criteria 	<p>History</p> <ul style="list-style-type: none"> Know the key aspects of civilisations learned – culture, religion, roles, farming, trade Know where/When the Mayans existed Begin to talk about which historical sources are most useful to give us information. Find information independently and use sources of information in ways that go beyond simple explanations to answer questions. Explore the significance of artefacts and places and what these can/can't tell us about people of this time. Answer historical questions by selecting sources and recording information relevant to the study <p>Art</p> <ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their art. Explore the techniques, roles and purposes of artists, working in different times and cultures, to inform their own art/make comparisons Join clay using slip Construct a simple clay base for extending and modelling other shapes (using coiling, drop molding and slabs) Plan, design and make models with a variety of materials, plasticine and clay Provide constructive criticism on how to improve/refine a piece of work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them 	<p>Geography</p> <ul style="list-style-type: none"> Use maps to locate North America, identifying its environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography To understand climate is the usual condition of the weather, rainfall, humidity and wind in a place Name the features of different climate zone To be able to interpret a key. Apply the 4 compass points to maps and globes Use letter/number co-ordinates Use maps, atlases, globes and google maps to: Locate places on larger scale maps e.g. map of Europe. To be able to compare a larger region of the UK with another area on a different continent To understand and be able to describe how people in different areas might live their lives in different ways. Understand how changes in the weather through human actions can impact the physical features of the earth Locate the main countries of Europe Identify major cities of Europe. <p>DT</p> <ul style="list-style-type: none">

Year 4 topic content

Rainforests	Ruthless Romans	Water World	Anglo-Saxons	Fieldwork	Extraordinary Egyptians
<p>Geography</p> <ul style="list-style-type: none"> Locate environmental regions (desert, rainforest) To recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra To know a biome is a group of animals and plants, which have similar characteristics to each other because of the climate they live in To be able to explain some of the common characteristics from the biome in particular climate area To know a vegetation zone is an area, which has a certain kind of soil, plants and weather patterns To be able to locate some large vegetation zones on an atlas and describe some of their features Compare and contrast human and physical geographical features of the UK and another European country To explain how countries can make money by trading and recall some common trade link To know when countries sell goods to others, it is called exporting. To know when countries buy goods from others, it is called importing Understand that human actions can have an impact on the physical features of the earth – deforestation Explain how humans can have a negative and positive impact on the world physical features <p>DT</p> <ul style="list-style-type: none"> Make labelled technical drawing from different views showing specific features Make suggestions about the types of products they could explore linked to the problem they want to solve Evaluate their ideas and products against the design criteria. Follow a recipe with several stages and processes Understand seasonality and the advantages of eating seasonally 	<p>History</p> <ul style="list-style-type: none"> Be able to describe changes that occur across different periods of time Understand the key vocabulary: chronological, century, decade Use maps and a class time line to locate and position time periods studied Julius Caesar’s attempted invasion in 55-54 BC The successful invasion by Claudius and conquest, including Hadrian’s Wall. The Romanisation of Britain and the impact of technology, culture and beliefs. Consider what sources of information can be used to answer questions and select information from sources provided. Know that there are different interpretations of life during this time. Use evidence to build up a picture of a past event Ask a variety of questions Use primary and secondary sources of evidence Suggest sources of evidence from a selection provided to help answer questions <p>Art</p> <ul style="list-style-type: none"> Draw with correct proportion To explore the use of: Line-control direction of line to fit the shape of the object Make and match colours with increasing accuracy. Including tertiary colours Use more specific colour language e.g. tint, tone, shade, hue Show increasing independence and creativity with the painting process 	<p>Geography</p> <ul style="list-style-type: none"> Locate key topographical feature of the UK (hills, mountains, coasts, rivers) Identify the position and significance of latitude, longitude, equator, hemispheres, Antarctic/Arctic circle, prime/Greenwich time zones. To be able to explain the water cycle: evaporation, condensation, precipitation, return to the sea Know how rivers are shaped and transport materials Describe key features of a river system. Describe the ways in which rivers are used. Compare and contrast human and physical geographical features of the UK and another European country. Use methods to measure water flow and depth. Comparing and interpreting data of other rivers around the world. Can use a variety of equipment – data loggers, thermometers and containers to make measurements Make audio recordings for a purpose – water flow Use sampling equipment to observe and record - water samples Use filtering tools to observe water <p>Art</p> <ul style="list-style-type: none"> Make suggestions for next steps and reasons for these in their own and other’s work. Plan and create different effects and textures with paint Create artwork using bleeds, washes, scratches and splashes Make and match colours with increasing accuracy. Including tertiary colours Use more specific colour language e.g. tint, tone, shade, hue. Create artwork using bleeds, washes, scratches and splashes Evaluate and suggest improvements for pieces of art Make comparisons between different movements studied Discuss the use of colour to portray mood 	<p>History</p> <ul style="list-style-type: none"> Be able to describe changes that occur across different periods of time Understand the key vocabulary: chronological, century, decade Identify major cities of Europe. Roman withdrawal from Britain in AD 410. Anglo-Saxon art and culture. Christian conversion Understand key vocabulary: civilisation, empire, military, settlement, invaders, settlers. Observe, describe and compare objects, places, people and events and offer explanations for this. Begin to select and combine different information from different sources to help answer questions. To develop an understanding of cause and consequence. Show some understanding that events and results can be interpreted in different ways. Select information to answer questions Use evidence to build up a picture of a past event Ask a variety of questions Use primary and secondary sources of evidence Suggest sources of evidence from a selection provided to help answer questions <p>Art</p> <ul style="list-style-type: none"> Begin to combine the techniques, roles and purposes of artists, working in different times and cultures, to inform their own art/make comparisons Make suggestions for next steps and reasons for these in their own and other’s work. Line-control direction of line to fit the shape of the object Tone-Develop shading techniques – hatching, cross hatching, bracelet, arching, Circling. Blend a variety of shading techniques Evaluate and suggest improvements for pieces of art 	<p>Geography</p> <ul style="list-style-type: none"> Name and locate some counties of the UK and Europe Understand human and physical Geography of a region of the UK and a region in European country Name and locate major cities of the UK and Europe To be able to use the 8 compass points to describe direction and location. To create a simple map using symbols and/or a key. To be able to interpret 4 figure grid references. Follow a route on a large-scale map. <p>DT</p> <ul style="list-style-type: none"> Disassemble products to understand how they work or fit together Make suggestions about the types of products they could explore linked to the problem they want to solve Make labelled technical drawing from different views showing specific features Plan the methods that they will be using, trial them and then evaluate their effectiveness e.g., types of joins Use Exploded diagrams when designing Measure, mark out, cut, join shape a range of materials Select tools needed to cut harder materials. Join with a variety of materials and techniques Understand how a structure with moving parts can be strengthened and stiffened 	<p>History</p> <ul style="list-style-type: none"> Be able to describe changes that occur across different periods of time Understand the key vocabulary: chronological, century, decade Use maps and a class time line to locate and position time periods studied Consider what was happening in UK during the period. To know about some achievements of the earliest civilisations Understand key vocabulary: civilisation, empire, military, settlement, invaders, settlers. Consider what sources of information can be used to answer questions and select information from sources provided. Know that there are different interpretations of life during this time. Begin to evaluate the usefulness of different sources for telling us about life at this time. Use evidence to build up a picture of a past event Ask a variety of questions Use primary and secondary sources of evidence Use artefacts to develop understanding of life, culture and social structure of times studied <p>Art</p> <ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their art. Experiment with techniques to join materials e.g. slip and gluing dry clay Use a variety of materials such as clay, fimo and Modroc Use techniques to develop texture e.g. pinching and printing (with patterned blocks or textured materials)

<ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately 	<ul style="list-style-type: none"> Shape and join tiles to make a mosaic 	<ul style="list-style-type: none"> Can define the movement or style linked to the artist 	<ul style="list-style-type: none"> Knows the significance of the artists to art and the role their work played in history/cultures 	<ul style="list-style-type: none"> Understand and use electrical systems in their product [simple series circuits and motors] Evaluate their ideas and products against the design criteria. 	<ul style="list-style-type: none"> Evaluate and suggest improvements for pieces of art
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Year 5 topic content

<u>Sow, Grow and Farm</u>	<u>Vicious Vikings</u>	<u>Tremors</u>	<u>Iron Age</u>	<u>Frozen Kingdoms</u>	<u>Groundbreaking Greeks</u>
<p><u>Geography</u></p> <ul style="list-style-type: none"> Name and locate some counties of the UK Name and locate major cities of the UK Locate environmental regions of UK, Europe To use 6 figure grid references Use maps and digital/computer mapping to locate features of settlements and land use. <p><u>DT</u></p> <ul style="list-style-type: none"> identify a purpose for their product Follow a recipe with several stages and processes Understand seasonality and the advantages of eating seasonally Use the information of food labels Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens 	<p><u>History</u></p> <ul style="list-style-type: none"> Identify changes within this period of time Sequence eras within British History <p>Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Compare accounts and present finding of events from different sources – fact or fiction Evaluate the usefulness of a variety of sources To understand cause and consequence in the context of historical events. Use evidence to build up an accurate picture of a past event Select relevant sections of information <p><u>ART</u></p> <ul style="list-style-type: none"> Explore and link ideas to a theme or big idea Play with a range of techniques and decide which methods help express their ideas/theme Detailed observation, focusing on the finer details of real-life scenes and existing images to produce own art work. Refine perspective to explore proportion by using the vanishing points To explore the use of: Line, tone and texture to combine lines, tones, textures and media to create a realist representation, including highlights and shadow e.g. chalks, putty and rubbers. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Locate environmental regions of UK, Europe, America To understand the structure of the earth To know that tectonic plates sit on top of a layer of molten lava and it is how these plates interact to cause earthquakes To explain what causes earthquakes To be able to compare a larger region of the UK with another area on a different continent Use maps and digital/computer mapping <p><u>DT</u></p> <ul style="list-style-type: none"> Identify a purpose for their product Draw up a specification for their design Identify great designers and their work and use research of designers to influence work Create prototypes to show ideas Select tools needed to cut harder materials. Use a range of measurements Use tools to hold materials in place Understand how tall structures can be stiffened and strengthened by use of a base, shapes and materials choices To combine mechanisms – pulleys and cams to create movement THEIR IDEAS AND PRODUCTS Evaluate their ideas and products against the design criteria. 	<p><u>History</u></p> <ul style="list-style-type: none"> Identify changes within this period of time Sequence eras within British History Be able to fit people and periods into a chronological framework. <p>Understand the changes in British History from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> Offer some different reasons for different representations of the past To understand cause and consequence in the context of historical events. Draw conclusions consistent with the evidence. To think critically about evidence and its usefulness. Choose some reliable sources of evidence to answer questions and justify choice Begin to identify primary and secondary sources <p><u>DT</u></p> <ul style="list-style-type: none"> Identify a purpose for their product Disassemble products to understand and compare which parts make it function and which parts make it look appealing. Draw up a specification for their design Identify great designers and their work and use research of designers to influence work Create prototypes to show ideas Select tools needed to cut harder materials. Use a range of measurements Use tools to hold materials in place Understand how tall structures can be stiffened and strengthened by use of a base, shapes and materials choices THEIR IDEAS AND PRODUCTS Evaluate their ideas and products against the design criteria. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, equator, hemispheres, Antarctic/Arctic circle, prime/Greenwich time zones. Locate environmental regions of UK, Europe Understand human and physical Geography of a region of the UK and a region in European country To be able to use the 8 compass points to describe direction and location. To use 6 figure grid references Measure straight line distances using appropriate scale To know some frequently-used map symbols. Compare maps with aerial photographs Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use maps and digital/computer mapping to locate features of settlements and land use. Explain why settlements develop in certain locations. Understand how humans' actions can impact the climate 	<p><u>History</u></p> <ul style="list-style-type: none"> Identify changes within this period of time Be able to fit people and periods into a chronological framework. Know what was happening in Britain at this time Begin to recognise continuity and changes and give reasons for these. <p>Understand the Life in Ancient Greece including their achievements and influence on the western world</p> <ul style="list-style-type: none"> Say when the Ancient Greek people lived and their impact on the western world - through their Art and Culture Describe some key facts about the Battle of Marathon and the Trojan War. Talk about some Ancient Greek gods and know some features of Greek myths. To think critically about evidence and its usefulness. Begin to produce structured account e.g. a chronological report using dates and terms. Asks a range of questions about times, exploring how there is more than one answer to historical questions Begin to identify primary and secondary sources <p><u>Art</u></p> <ul style="list-style-type: none"> Explore and link ideas to a theme or big idea Play with a range of techniques and decide which methods help express their ideas/theme

	<ul style="list-style-type: none"> Construct own critical analysis of artwork Can define the drawing technique they have used 	<ul style="list-style-type: none"> Becomes more able to ask questions to themselves to self-reflect and help others reflect 	<ul style="list-style-type: none"> Becomes more able to ask questions to themselves to self-reflect and help others reflect 	<ul style="list-style-type: none"> To understand the negative impact of pollution and sourcing of fuels on biomes. To be able to read and calculate distances from a scale. Use a variety of maps to plan routes To understand scale factor. To measure distance 	<ul style="list-style-type: none"> Use techniques to develop texture such as slip trailing and etching Plan a sculpture through drawing and other preparatory work. Develop clay skills using slabs, coils or slips Critically analyse the work of artists and others
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Year 6 topic content

<u>Terrible Tyrant</u>	<u>Child's war</u>	<u>Winter Olympics</u>	<u>Road to Freedom</u>	<u>Dinosaurs and Fossils</u>	<u>Fieldwork!</u>
<p>History</p> <ul style="list-style-type: none"> Order historical events studied on a British timeline Identify historical events and significant changes in Britain Use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society Establish a clear narrative of the lead up to a turning point in British History Study key events in World War 2, including the investigation of a significant turning point in British History, i.e. the Battle of Britain. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Contrasting arguments and interpretations of the past have been constructed To understand cause and consequence in the context of historical events. Draw conclusions consistent with the evidence. Recognise primary and secondary sources and their relevance Question the relevance of the source and any possible bias that it may represent Compare viewpoints and identify omissions. <p>ART</p> <ul style="list-style-type: none"> Think of ways to develop ideas by experimenting with and combining the elements learnt Use the work of other artist to influence their ideas and methods Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary/contrasting colours To use blending, bleeding and washes to develop paint composition 	<p>History</p> <ul style="list-style-type: none"> Order historical events studied on a British timeline Identify historical events and significant changes in Britain Use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society Establish a clear narrative of the lead up to a turning point in British History Be able to make links between features of time periods studied Study key events in World War 2, including the investigation of a significant turning point in British History, i.e. the Battle of Britain. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion contrasting arguments and interpretations of the past have been constructed To understand cause and consequence in the context of historical events. Draw conclusions consistent with the evidence. Recognise primary and secondary sources and their relevance Question the relevance of the source and any possible bias that it may represent Form own opinion using sources 	<p>Geography</p> <ul style="list-style-type: none"> Name and locate major cities of the UK, Europe, America and the world <p>History</p> <ul style="list-style-type: none"> Make connections, contrasts, and trends over time in relation to time periods studied Sequence key events in time periods covered on a timeline. Use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society. <p>Art</p> <ul style="list-style-type: none"> Play with a range of techniques and decide which methods help express their ideas/theme Think of ways to develop ideas by experimenting with and combining the elements learnt Use the work of other artist to influence their ideas and methods Manipulate and experiment with previously taught skills to create mood, feeling and emotion e.g. choosing dark colours to convey sadness or fear. Demonstrate a secure knowledge about primary and 	<p>History</p> <ul style="list-style-type: none"> Order historical events studied on a British timeline Make connections, contrasts, and trends over time in relation to time periods studied Use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Discern how and why contrasting arguments and interpretations of the past have been constructed Suggest ways that we can check the accuracy of sources To understand cause and consequence in the context of historical events. Draw conclusions consistent with the evidence. To think critically about evidence and its usefulness. Question the relevance of the source and any possible bias that it may represent 	<p>History</p> <ul style="list-style-type: none"> Make connections, contrasts, and trends over time in relation to time periods studied Sequence key events in time periods covered on a timeline. Use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Discern how and why contrasting arguments and interpretations of the past have been constructed Suggest ways that we can check the accuracy of sources Question the relevance of the source and any possible bias that it may represent Compare viewpoints and identify omissions. Bring knowledge gathered from several sources together in a fluent account Form own opinion using sources Gives own reasons why changes may have occurred, backed up with evidence <p>Art</p> <ul style="list-style-type: none"> Think of ways to develop ideas by experimenting with and combining the elements learnt Use the work of other artist to influence their ideas and methods Manipulate and experiment with previously taught skills to create mood, feeling and emotion e.g. choosing dark colours to convey sadness or fear. 	<p>Geography</p> <ul style="list-style-type: none"> Name and locate some counties Name and locate major cities of the UK Locate key topographical feature of the UK, Europe and America (hills, mountains, coasts, rivers) Identify the position and significance of latitude, longitude, equator, hemispheres, Antarctic/Arctic circle, prime/Greenwich time zones. Collect data using a variety of equipment and digital technologies To be able to read and calculate distances from a scale. Use OS maps to plan routes To understand scale factor. To measure distance To be able to navigate a simple route using an OS map. Use a compass for orienteering To be able to use the 8 compass points to describe direction and location. To use 6 figure grid references Measure straight line distances using appropriate scale To know some frequently- used map symbols. Compare maps with aerial photographs Use atlases to find out about other features of places. To understand the impact of humans in their local environment and suggest actions to rectify this To understand the positive and negative contribution of

<ul style="list-style-type: none"> • Test media and materials and mix appropriate colours. • Show an awareness of how paintings are created (composition). • Use a variety of techniques, colours and tones – watercolour/stippling/bleeds • Construct own critical analysis of artwork • Can explain specific features of the style or movement • Knows the significance of the artists to art and the role their work played in history, different cultures or relevant current issues 	<ul style="list-style-type: none"> • Gives own reasons why changes may have occurred, backed up with evidence. <p>DT</p> <ul style="list-style-type: none"> • Follow a recipe with several stages and processes • Understand seasonality and the advantages of eating seasonally • Use the information of food labels • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens 	<p>secondary, warm and cold, complementary and contrasting colours by creating a colour wheel and using in own work</p> <ul style="list-style-type: none"> • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. 	<ul style="list-style-type: none"> • Compare viewpoints and identify omissions. • Form own opinion using sources • Gives own reasons why changes may have occurred, backed up with evidence 	<ul style="list-style-type: none"> • Develop an awareness of composition, scale and proportion • Use simple perspective (single focal point and horizon) - view finders • Construct own critical analysis of artwork • Recognise artwork from a range of movements • Name artists linked to a range of movements 	<p>renewable energy sources in their locality – wind farms etc</p> <p>DT</p> <ul style="list-style-type: none"> • Test aspects of the design by modelling in a variety of ways • elect tools needed to cut and join • Understand and use electrical systems in their product that employ a number of components (different types of circuits, switches and bulbs) • Research using internet and book to help study products further and question how reliable the information is • Evaluate against their design criteria and notice when it might be helpful to alter the criteria for a better outcome
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