

<u>Where I live</u>	<u>Toys</u>	<u>Cold, cold, cold!</u>	<u>Exploring Space</u>	<u>Hot, Hot, Hot</u>	<u>At the Seaside</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 identify key physical 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. Recognise common features of maps or aerial photographs Use directional language to describe the location of features Follow and give directions (up/down, left/right and forwards/backwards, near/ far) Use a simple picture map to move around the school Draw simple maps <p>DT- food</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. Know the difference between the past and present. Recognise how something has changed within their living memory. Understand that historical events happened a long time 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 - mechanisms</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. Suggest 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>ART - painting</p> <ul style="list-style-type: none"> I can share my ideas I can experiment with different ways to use tools I can use different size tools (brushes, sponges and printing) . I can paint using line and colour I can 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 	<p>History</p> <ul style="list-style-type: none"> To know how toys have changed over time To know what toys were favourites in the past To know what toys their grandparents enjoyed To know how the materials for making toys have changed over time To explore different styles of puppets I know who made the first telescope I understand the Apollo 11 moon landing To know about 2 people from history, who impacted the moon landing To put key events in chronological order To compare the mission to mars to the mission to the moon <p>DT - structures</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) Suggest 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>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>ART</p> <ul style="list-style-type: none"> I can experiment with different ways to use tools I can experiment with ideas and techniques I can use rolling, kneading and shaping with materials I can explore different materials to make objects I can explore how to create objects from clay Talks about the art work – colour, shape etc 	<p>History</p> <ul style="list-style-type: none"> Describe some characteristics of images -past and present. Know the difference between the past and present. To identify features of seaside holidays in the past To use photographs to find clues of what seaside holidays were like To find out when and how seaside holidays became popular To find out what seaside holidays were like 100 years ago To be able to order seaside holidays chronologically To be able to identify similarities and differences between seaside holidays now and in the past 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>ART</p> <ul style="list-style-type: none"> I can share my ideas I can use lines and shapes to draw objects I can use different pens and pencils in my artwork. I can make dark and light shades I can explore how to create texture I can draw objects with 2 dimensions Name an artist they have studied

Year 2 topic content

<u>Our Amazing World</u>	<u>London's Burning</u>	<u>Wonderful Weather</u>	<u>Lady with the Lamp</u>	<u>Our Blue Planet</u>	<u>Victorian Childhood</u>
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<p>Geography</p> <ul style="list-style-type: none"> To be able to name, identify and locate the 7 continents: To be able to locate and name the 5 oceans: To be able to recall and use the 4 compass points (NSEW) Explore how people in different areas live their lives in different ways To be able to identify key human features. To understand that human actions have an impact To compare human features of different areas of the world To compare physical features of different areas of the world <p>DT - food</p> <ul style="list-style-type: none"> 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 	<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 different sources show us about the past Understand that historical events happened a long time ago. Describe and make comparisons between the characteristics of the past and present To know where and when the Great Fire of London started To understand the events of the Great Fire of London To find out why the fire spread so quickly To know who Samuel Pepys was and why his diary was so important To sequence and talk about the events of the Great fire of London 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 - Painting</p> <ul style="list-style-type: none"> I can develop my ideas by altering I can mix a range of secondary colours, shades and tones. I can experiment with tools and techniques, including layering, mixing media, scraping through etc. I can choose colours for objects Identify techniques studied in pieces of artwork 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 7 continents: 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 To recognise simple landmarks To compare the UK with another country Make observations of the physical and human features of their locality <p>DT - Structures</p> <ul style="list-style-type: none"> Make simple drawings and label parts Identify a purpose for what they intend to design and make 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 Notice and describe why some materials are better suited for products than others 	<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 To find out who Florence Nightingale was and when she lived To know why Florence Nightingale went to Scutari and what the hospitals were like To know how Florence Nightingale made the hospitals better To find out about Florence Nightingale's later life To identify similarities and differences between medical care now and Victorian times To be able to order and talk about events in the life of Florence Nightingale Understand that different sources show us about the past Use a source – ask why, what, who, how, where questions <p>DT - mechanism</p> <ul style="list-style-type: none"> 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 Explores ways to make pictures move in different directions (sliders, wheels, tabs, flaps) Evaluate their work with what they like/can change 	<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 To compare physical features of different areas of the world 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 Explore how people in different areas live their lives in different ways To understand that human actions have an impact To be able to use the 4 compass points (NSEW) Use simple fieldwork to recognise human and physical features Make a simple map Make a key using basic symbols <p>ART – Sculpture</p> <ul style="list-style-type: none"> I can join using clay slip I can use a range of shaping and joining techniques with clay e.g. pinching, rolling, smoothing I can use a range of techniques to shape and mould different materials e.g layering/shaping 	<p>History</p> <ul style="list-style-type: none"> To find out which toys were played with in the past To identify how homes have changed over time To compare how schools have changed over time To compare what children wore at different times To find out about children's entertainment and how it has changed <p>Art – Drawing</p> <ul style="list-style-type: none"> I can develop my ideas by altering I can draw people with proportion I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. I can use a pencil to draw smaller details I can blend dark to light tones I can begin to use smudging I can use rubbing or stippling to make texture Discuss the use of colours and how they make you feel. <p>Name artists they have studied</p>
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Year 3 topic content

<u>United Kingdom</u>	<u>Tribal Tales</u>	<u>Rocks and Rumbles</u>	<u>Invaders</u>	<u>The American Roadtrip</u>	<u>Lost treasures</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. To be able to name and locate countries and capital cities of the UK. Locate places on larger scale maps To be able to interpret a key. To be able to compare a larger region of the UK with another area on a different continent To understand how global warming impacts the weather <p>Art - painting</p> <ul style="list-style-type: none"> I can annotate my ideas I can mix a variety of colours and know which primary colours make secondary colours. I can experiment with textures including blocking in, colour, washes, thickened paint I can understand complementary colours Identify the techniques used in the artwork Provide constructive criticism on how to improve/refine a piece of work Reason about the things that were important to the artist – colour, objects, places 	<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 To understand the term 'prehistory' To identify features of 'Paeolithic, Neolithic and Mesolithic' time periods To know how people lives in prehistoric times To understand the term hunter-gatherer To know about the daily life of a prehistoric man To know how the civilisation changed between Stone Age to Iron Age To know about homes in the Stone Age 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>Art/DT – Textiles</p> <ul style="list-style-type: none"> I can annotate my ideas I can cut and join fabrics I can use a running stitch I can use an over stitch 	<p>Geography</p> <ul style="list-style-type: none"> To understand the structure of the earth To know what a tectonic plate are and where they are located 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 know that there are different types of mountains 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 locate the tropic lines. Explain how people in different areas might live their lives in different ways. <p>Art – drawing</p> <ul style="list-style-type: none"> I can plan my drawings -plot where things might go I can experiment with different grades of pencil I can combine different shades of lines to create layers I can blend dark to light tones using pencils of different gradients I can use hatching and shadow. I can use different lines to make layers: hatching, cross hatching Identify the techniques used in the artwork 	<p>History</p> <ul style="list-style-type: none"> To know when the Viking era ended in Britain To know how the Roman Empire was founded To know the importance of Julius Caesar To understand the hierarchy of the Roman Empire To know To know what the Romans believed in To know about the human impact of the Romans on its empire Place significant dates on a simple timeline Uses words and phrases relating to the passing of time such as: century, decade, period. Devise historical questions by looking at sources (photos., artefacts and information) <p>DT - structures</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 Select tools and techniques specific to the purpose of making their product Measure, mark out, cut, score and assemble components with more accuracy 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. Know what makes the product 'good/fit for purpose' and think about how that could help with their own ideas 	<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. To be able to locate America and its States on the world map To be able to identify and compare physical features of American States To be able to identify and compare the different landscapes of America To know what a National Park is To be able to interpret a key. Apply the 4 compass points to maps and globes Use letter/number co-ordinates Locate places on larger scale maps To make comparisons between London and New York To understand how global warming impacts the weather Explain how people in different areas might live their lives in different ways <p>DT-food</p> <ul style="list-style-type: none"> Carefully select ingredients Use equipment safely Make product look attractive Begin to understand food comes from UK and wider world Prepare and cook some dishes safely and hygienically Use techniques: peeling, chopping, slicing, grating, mixing, spreading 	<p>History</p> <ul style="list-style-type: none"> To know where and when the remains of the Mayan were discovered To know what technology the Mayans used To know the city states of the Maya and how they were organised To know the Mayan beliefs and religions To know about the daily life of the Maya 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 - sculpture</p> <ul style="list-style-type: none"> I can annotate my ideas I can Join clay using slip I can 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 Create images, video and sound recordings and explain why they were created.

Year 4 topic content

Rainforests	Ruthless Romans	Water World	Relics and Runes	Incredible India	Extraordinary Egyptians
<p>Geography</p> <ul style="list-style-type: none"> Locate environmental regions (desert, rainforest) To know the features of the 6 main climates To find out what a rainforest is and where they are located To explore the layers of vegetation in a rainforest To investigate the climate of the rainforest To know about settlements in the rainforest To explore how humans can impact the rainforest Compare a UK country with Brazil To explain how countries can make money by trading To know what exporting goods is To know what importing goods is To know how humans impact the rainforest <p>DT -food</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 Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately 	<p>History</p> <ul style="list-style-type: none"> To understand the terms 'invade' and 'settle' To know why and how the Romans successfully invaded Britain To know who was in Britain when the Romans invaded Britain To know about daily life in Britain when Romans invaded To know who Boiudicca was To know about Boudicca's revolt To understand how life changed when the Romans invaded Britain 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- Structures</p> <ul style="list-style-type: none"> Make labelled technical drawing from different views showing specific features Evaluate their work against given criteria 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 Explore the use of a base, shape reinforcements and materials choice Evaluate their ideas and products against the design criteria. 	<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 the lines of latitude and longitude 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 Explain how human actions impact the rivers and water systems 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 Use sampling equipment to observe and record - water samples Use filtering tools to observe water <p>Art - painting</p> <ul style="list-style-type: none"> Make suggestions for next steps and reasons for these in their own and other's work. 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 Discuss the use of colour to portray mood Can talk about the style or technique used by an artist <ul style="list-style-type: none"> Can talk about the elements of a painting 	<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. To know about Anglo Saxon migration To know where the Anglo Saxons lived To know about Anglo Saxon society and culture To know what paganism is To know how St Augustine brought Christianity to Kent Ask a variety of questions Use primary and secondary sources of evidence <p>Art - drawing</p> <ul style="list-style-type: none"> I can sketch ideas to show how my artwork has developed I can draw with correct proportion Develop shading techniques –hatching, cross hatching, bracelet, arching, Circling. Blend a variety of mark making styles e.g. hatching, cross hatching, stippling, and curved lines to produce dark to light (gradient). Use shadow to create texture, Evaluate and suggest improvements for pieces of art 	<p>Geography</p> <ul style="list-style-type: none"> Identify the position and significance of the lines of latitude and longitude To know the significance of the equator Know and locate the Northern and Southern hemispheres To locate and name the main countries of Asia To name some cities in India 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. <p>Art/DT - textiles</p> <ul style="list-style-type: none"> I can sketch ideas to show how my artwork has developed To cut and join fabrics To use a blanket stitch To use a chain stitch To create patterns and texture with stitches 	<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 To place key events of the ancient Egyptians on a timeline To know how Ancient Egyptian society was organised To know who the pharaohs were and why they were important To know who the Ancient Egyptian gods and goddesses were To know the significance of the pyramids To know about the inventions of the Ancient Egyptians. 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 - sculpture</p> <ul style="list-style-type: none"> Make suggestions for next steps and reasons for these in their own and other's work. 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 a variety of shaping and finishing techniques Create a smooth finish Create a textured finish

Year 5 topic content

<u>European Neighbours</u>	<u>Vicious Vikings</u>	<u>Tremors</u>	<u>Titanic Terror</u>	<u>China</u>	<u>Groundbreaking Greeks</u>
<p><u>Geography</u></p> <ul style="list-style-type: none"> Locate the main countries of Europe Identify major cities of Europe To know some physical features of European countries To compare 2 European capital cities To know main human features of Europe To use 6 figure grid references To be able to use the 8 compass points to describe direction and location. <p><u>DT- food</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 To know what Britain was like before the Viking invasion To understand the term 'invasion' To know about how the Vikings invaded Britain To know why King Alfred was dubbed the 'great' To know what life was like in Viking Britain To know how and when Britain became a unified country 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 <p><u>DT- Structure</u></p> <ul style="list-style-type: none"> Identify a purpose for their product 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 Explore the use of a base, shapes and materials choices Evaluate their ideas and products against the design criteria. Becomes more able to ask questions to themselves to self-reflect and help others reflect 	<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- mechanisms</u></p> <ul style="list-style-type: none"> Identify a purpose for their product 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 Evaluate their ideas and products against the design criteria. Becomes more able to ask questions to themselves to self-reflect and help others reflect 	<p><u>History</u></p> <ul style="list-style-type: none"> Identify changes within this period of time Sequence eras within British History To understand why the titanic was significant To know what life was like on board the vessel To know the events of the maiden voyage To know about the architect who built it To know the facts of the accident To think critically about evidence and its usefulness. Begin to identify primary and secondary sources <p><u>Art - drawing</u></p> <ul style="list-style-type: none"> Play with a range of techniques and decide which methods help express their ideas/theme I can draw real life scenes I can draw with perspective to explore proportion I can use the vanishing point I can combine lines, tones, textures and media to create a realist representation I can use highlights and shadow e.g. chalks, putty and rubbers. Critically analyse the work of artists and others 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Identify the position and significance of the different time zones To know where China is in the world To name some elements of human impact on China's physical geography To explain China's economic growth and its effect on the country Name China's famous tourist attractions To name elements of Chinese culture To explore the human impact on China's physical geography Measure straight line distances using appropriate scale To know some frequently-used map symbols. Compare maps with aerial photographs 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 <p><u>Art – painting</u></p> <ul style="list-style-type: none"> Play with a range of techniques and decide which methods help express their ideas/theme I can use primary and secondary colours I can use warm and cold colours I can use complementary and contrasting colours 	<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. To know who the Ancient Greeks were To be able to add Ancient Greeks to a world timeline To know the different types of government in Ancient Greece To compare Athens and Sparta To know about daily life in Ancient Greece To know about Ancient Greek beliefs To name some ancient Greek philosophers and scholars 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 – sculpture</u></p> <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

				<ul style="list-style-type: none"> • Knows the significance of the artists to art and the role their work played in history/cultures • Can recall art elements of a style or movement • Can define the drawing technique they have used • 	
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Year 6 topic content

<u>Terrible Tyrant</u>	<u>Child's war</u>	<u>Marvelous Mountains</u>	<u>Astounding Aztecs</u>	<u>Amazing Africa</u>	<u>Brilliant Britain</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 • To know what WW2 was and where it took place • To know about the experiences of the Jewish people • To know how the Jews were treated • To know what propaganda is and why it was used • I know what a dictator is • I can locate the allies of the war and plot them on a map • I can use the term ideology • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • 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 <p>ART-painting</p> <ul style="list-style-type: none"> • Play with a range of techniques and decide which methods help express their ideas/theme • Use the work of other artists to influence their ideas and methods • I can use primary and secondary colours • I can use warm and cold colours 	<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 • Establish a clear narrative of the lead up to a turning point in British History • To know what the Blitz was and which areas were most impacted • To know the effects of air raids • To know the causes of evacuations • To know about the process of evacuations • To understand the significance of songs at this time • To know how the role • of women changed during war • To know the significance of Remembrance Day • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • 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"> • To locate major mountain ranges in the world • To describe the features of different climate zones in relation to the equator • To find out how mountains are formed • To investigate a mountain environment • To find out about mountain climates • To understand the structure of the earth • To know what tectonic plates are and locate fault lines • To know how Tectonic plates interact • To know how humans impact mountain environments <p>Art - sculpture</p> <ul style="list-style-type: none"> • Annotate work in sketchbook with techniques, themes and artist • Make a mould e.g. chicken wire and Modroc • Create sculpture and constructions combining previously taught skills. • Develop ways of joining structures using balance, shape and form. 	<p>History</p> <ul style="list-style-type: none"> • Sequence key events in time periods covered on a timeline. • To know who the Aztecs were and where they lived • To know how the city of Tenochtitlan was built • To know how Aztec society was organized • To know about Aztec beliefs and how this impacted their lives • To know what daily life was like for an Aztec • To know how the fall of the Aztecs happened • 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/DT - textiles</p> <ul style="list-style-type: none"> • Annotate work in sketchbook with techniques, themes and artist 	<p>Geography</p> <ul style="list-style-type: none"> • To be able to identify African countries and locate them on a map • To locate and identify Morocco • To locate and identify features of Nigeria • To locate Africa on the world map • To name some of the African countries • To make comparisons with Central African Republic and the UK • To be able to interpret/use 6 figure grid references. • Use atlases to find out about other features of places. • To compare the UK with an African country • To be able to read and calculate distances from a scale. • Use OS maps to plan routes • To understand scale factor. • To measure distance <p>DT-Structure</p> <ul style="list-style-type: none"> • Test aspects of the design by modelling in a variety of ways • Identify great designers and their work and use research of designers to influence work • Select tools needed to cut and join • Build on understanding of a base, use of shape and materials to stiffen and strengthen and reinforce • Understand and use electrical systems in their product that employ a number of components (different types of circuits, switches and bulbs) • Use simple market research to help suggest 	<p>Geography</p> <ul style="list-style-type: none"> • To be able to identify and locate the counties of the UK • To be able to identify and locate towns and counties of the UK • To be able to describe some geographical features of the UK • To find out about hills and mountains of the UK • To find out about the seas and coasts of the UK • To be able to identify and locate the main rivers of the UK • 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 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. <p>ART - drawing</p>

<ul style="list-style-type: none"> • I can use complementary and contrasting colours • To use blending, bleeding and washes to develop paint composition • Use a variety of techniques, colours and tones – watercolour/stippling/bleeds • Construct own critical analysis of artwork 	<ul style="list-style-type: none"> • Gives own reasons why changes may have occurred, backed up with evidence. <p><u>DT-food</u></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 <i>e.g. hazards relating to the use of ovens</i> 		<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used • To use a variety of stitches for effect • Refine and alter ideas and explain choices using an art vocabulary • Extend their work within a specified technique. 	<p>the types of products to investigate and analyse</p> <ul style="list-style-type: none"> • Research products and their functionality • Evaluate against their design criteria and notice when it might be helpful to alter the criteria for a better outcome 	<ul style="list-style-type: none"> • Use the work of other artist to influence their ideas and methods • I can choose colours and textures to express mood and feelings • Develop an awareness of composition • Use scale • Draw with accurate proportion • Use simple perspective (single focal point and horizon) - view finders • Can describe the artwork from different times • Can explain the drawing preferences of different artists • Can explain how texture influences artwork of a chosen time
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