

Whole School Topic Yearly Overview - History/Geography and Art and Design/DT

including progression and coverage of knowledge and skills



Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Footprints from the Past History and Art unit</p> <p>History – Prehistory Strand: Chronological British History</p> <p>Sequence a few events or related objects</p> <p>Pick out information about the past from sources like pictures, objects and stories</p> <p>Talk, draw and write to show ideas about the history I am studying</p> <p>Art – Fossils in clay Strands: Printing and 3D work</p> <p>Rubbings with a variety of objects (Printing)</p> <p>Handling, feeling, enjoying and manipulating materials (3D work)</p> <p>Constructing – building and destroying (3D work)</p> <p>Shape and model (3D work)</p>	<p>Where Am I? Geography and DT unit</p> <p>Geography – Study of Enfield, London and the UK Strand: Locational Knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries (Skills and Fieldwork)</p> <p>DT – Design and make a miniature garden Strands: Technical knowledge, Product design, Making and Evaluation</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable (Technical knowledge)</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design</p>	<p>Natural History History and Art unit</p> <p>History – David Attenborough (building upon Mary Anning Y1 A1) Strand: Changes Within Living Memory/Lives of Significant People</p> <p>Make comments about things (features, events, people and themes) from the past</p> <p>Use a number of time terms, such as 'now', 'then', 'yesterday', "days", 'week', 'month', 'year', 'nowadays', "past", 'old' and 'new'.</p> <p>Art – Henri Rousseau Strands: Drawing and Painting</p> <p>Simples shapes and colours from observation (Drawing)</p> <p>Experimenting with using different colours to represent their observations (Painting)</p> <p>Explain what he/she dislikes</p>	<p>A to B Geography and Art unit</p> <p>Geography – Comparison of UK and China Strand: Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in China (non-European).</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the features of the surrounding environment (Skills and Fieldwork)</p> <p>Art – Chinese Dragon Dance costume Strand: Textiles and collage</p> <p>Represent shape using different materials (Textiles and collage)</p>	<p>Let's Celebrate History and DT unit</p> <p>History – Events commemorated through festivals and anniversaries Strand: Events Beyond Living Memory</p> <p>Pick out information about the past from sources like pictures, objects and stories</p> <p>Sequence a few events or related objects</p> <p>DT – Celebration foods including those from our own cultures Strand: Cooking</p> <p>Know what food can be grown around us</p> <p>Begin to think about what makes a healthy plate of food when cooking</p>	<p>Let's Go on Holiday Geography and DT unit</p> <p>Geography – Features of the World Strand: Human and Physical Geography</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, soil, valley, vegetation. key human features, including: city, town, village</p> <p>Use maps, atlases and globes to identify the country, continent and oceans in this topic (Skills and Fieldwork)</p> <p>DT – Transport design Strands: Technical knowledge, Product design, Making and Evaluation</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their</p>

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	<p>criteria (Product design)</p> <p>Select from and use a range of tools and equipment to perform practical tasks (Making)</p> <p>Explore a range of products and make comments about what they think of them (Evaluate)</p>	<p>about a piece of work (Work of artists)</p>			<p>products. (Technical knowledge)</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria (Product design)</p> <p>Select from and use a range of tools and equipment to perform practical tasks (Making)</p> <p>Explore a range of products and make comments about what they think of them (Evaluate)</p>
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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scavengers and Settlers History and Art unit	Our World Geography and DT unit	New Frontiers History and Art unit	My Island Home Geography and Art unit	Fire! Fire! History and DT unit	What On Earth? Geography and DT unit
<p><u>History – Stone, Bronze and Iron Age</u> Strand: Chronological British History</p> <p>Describe some features, events, people and themes from the past</p> <p>Sequence a few events, objects or pieces of information on a timeline</p> <p>Use past and present when describing events</p> <p>Point out some similarities and differences between aspects of own life and the life of people in the period learning about</p> <p>Name some types of things which tell us about the past</p> <p>Make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show ideas</p>	<p><u>Geography – Continents and Oceans</u> Strand: Locational Knowledge</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use simple compass directions (N/S/E/W) and locational and directional language to describe the location of features and routes on a map (Skills and Fieldwork)</p> <p>DT – Fish tank with moving parts Strands: Technical knowledge, Product design, making and evaluation</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (Technical knowledge)</p>	<p><u>History - Neil Armstrong and Christopher Columbus including the Caribbean</u> Strand: Changes Within Living Memory/Lives of Significant People</p> <p>Sequence a few events, objects or pieces of information on a timeline</p> <p>Use a wider range of “time” terms including: recently, before, after, now, later</p> <p>Use information from more than one source in answers name some types of things which tell us about the past</p> <p>Make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show ideas</p> <p>Art – Joan Miro Strands: Printing and Textiles and collage</p> <p>Simple block printing using potatoes or sponges</p>	<p><u>Geography – St Lucia</u> Strand: Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in St Lucia (islands and sea sides)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (Skills and Fieldwork)</p> <p>Devise and simple map and simple key (Skills and Fieldwork)</p> <p>Art – Llewellyn Xavier Strands: Drawing and Painting</p> <p>Recognisable shapes and colours with some detail from observation (Drawing)</p>	<p><u>History – The Great Fire of London</u> Strand: Events Beyond Living Memory</p> <p>Sequence a few events on a timeline</p> <p>Point out some similarities and differences between aspects of own life and the life of people in the period learning about</p> <p>Point out some similarities and some differences between the ways of life different people living at the time learning about</p> <p>Make some comments about why people did things, why events happened and what happened as a result</p> <p>Use information from more than one source in answers</p> <p>Name some types of things which tell us about the past</p>	<p><u>Geography – Features of Our World</u> Strand: Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use maps, atlases and globes to identify the country, continent and oceans in this topic (Skills and Fieldwork)</p> <p>DT – Food from around the UK and the Wider World (looking at recipes from the Caribbean) Strand: Cooking</p>

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<p>Art – Andy Goldsworthy Strand: 3D work (clay and natural materials)</p> <p>Manipulate clay in a variety of ways – rolling, kneading and shaping</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p> <p>Explain what he/she dislikes about a piece of work in more detail (Work of artists)</p> <p>Know some information about famous artists (Work of artists)</p>	<p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (Product design)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Making)</p> <p>Evaluate their own designs and products against success criteria (Evaluating)</p>	<p>(Printing)</p> <p>Represent shape using different materials (Textiles and collage)</p> <p>Explain what he/she dislikes about a piece of work in more detail (Work of artists)</p> <p>Know some information about famous artists (Work of artists)</p>	<p>Controlled use of colour to represent their observations (Painting)</p> <p>Explain what he/she dislikes about a piece of work in more detail (Work of artists)</p> <p>Know some information about famous artists (Work of artists)</p>	<p>Make labelled drawings, tables and write, speak (including in drama) and use ICT to show ideas</p> <p>DT – House building (woodwork) Art based stimulus - 'The Great Fire of London, 1666' Strands: Technical knowledge, Product design, Making and Evaluation</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable (Technical knowledge)</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (Product design)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Making)</p> <p>Evaluate their own designs and products against success criteria (Evaluating)</p>	<p>Understand that some food have to be grown further away and why</p> <p>Begin to plan and prepare a healthy food product</p>
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Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Roman Britain History and DT unit</p> <p>History – Roman Britain Strand: Chronological British History</p> <p>Talk or write about features, events, people and themes from the past, including some details</p> <p>Place events, objects, themes and people from my history topic on a timeline Use some “historical period” terms including: “century”, “decade”, “BC”/”BCE”, “AD”/”CE”</p> <p>Point out some similarities and differences between aspects of life at different times in the past</p> <p>Describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history studying</p> <p>Pick out some reasons for and results of people’s actions and events</p>	<p style="text-align: center;">Different Places, Similar Lives Geography and DT unit</p> <p>Geography – Europe Strand: Locational Knowledge</p> <p>Locate and name the main counties and cities of the UK</p> <p>Locate and name the continents on a World Map and the main countries of Europe inc. Russia.</p> <p>Identify capital cities of Europe</p> <p>Begin to understand symbols and keys (e.g. simplified OS map) to build knowledge of the UK and wider world (Skills and Fieldwork)</p> <p>DT – Cooking European dishes – pizzas and boxes Strand: Cooking Product design Making</p> <p>Talk about each food group and name a food from each (cooking)</p>	<p style="text-align: center;">Ancient Sumer History and Art unit</p> <p>History - Ancient civilisation of Sumer Strand: Ancient Civilisations</p> <p>Talk or write about features, events, people and themes from the past, including some details</p> <p>Place events, objects, themes and people from my history topic on a timeline Use some “historical period” terms including: “century”, “decade”, “BC”/”BCE”, “AD”/”CE”</p> <p>Point out some similarities and differences between aspects of life at different times in the past</p> <p>Point out which people were historically important</p> <p>Compare different sources of point out some similarities and differences</p> <p>Say which sources are most useful</p>	<p style="text-align: center;">When In Rome... Geography and Art unit</p> <p>Geography – London and Rome Strand: Place Knowledge</p> <p>Compare London with Rome today, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies (Skills and Fieldwork)</p> <p>Art – Michelangelo and Sistine Chapel Strands: Drawing and Painting</p> <p>Outlines of shapes and details from observations in sketchbooks (Drawing)</p> <p>Begin to use shading to show form (Drawing)</p>	<p style="text-align: center;">On Our Doorstep - Forty Hall History and Art unit</p> <p>History – A Jacobean Home Strand: Local History Study</p> <p>Talk or write about features, events, people and themes from the past, including some details</p> <p>Place events, objects, themes and people from my history topic on a timeline</p> <p>Point out some similarities and differences between aspects of life at different times in the past</p> <p>Compare different sources of point out some similarities and differences</p> <p>Say which sources are most useful</p> <p>Present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills</p>	<p style="text-align: center;">Active Planet Geography and DT unit</p> <p>Geography – Earthquakes and Volcanoes Strand: Human and Physical Geography</p> <p>Describe and understand the physical geography of volcanoes (link to Romans/Pompeii)</p> <p>Describe and understand the physical geography of earthquakes</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Skills and Fieldwork)</p> <p>DT – Volcanoes Strand: Making</p> <p>Create cross sectional diagrams (Making)</p> <p>Design using simple computer programmes (Making)</p>

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<p>Point out which people were historically important</p> <p>Compare different sources of point out some similarities and differences</p> <p>Present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Types of settlements in Early Britain linked to History (Geography - Human and Physical)</p> <p>Trade links in the Pre-Roman and Roman era. (Geography - Human and Physical)</p> <p>DT – Roman torsion catapults Strands: Technical knowledge, Product design, Making and Evaluation</p> <p>Design using simple computer programmes (Product design)</p> <p>Create levers and understand how they create movement (Making)</p> <p>Understand and use mechanical systems in</p>	<p>Understand that food can be farmed, grown or caught in Europe and the wider world (Cooking)</p> <p>Use a range of ingredients and techniques to prepare and combine ingredients safely (Cooking)</p> <p>Use existing products to design own functional product (Product design)</p> <p>Strengthen frames using directional cuts – cardboard (Making)</p>	<p>Present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Art – Sumerian sculpture Strand: 3D work</p> <p>Plan sculpture work</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p>	<p>Show different tones and use different materials (Drawing)</p> <p>Experiment with mood, feeling and movement – lighten and darken colours by mixing (Painting)</p> <p>Describe key ideas of artists, (Work of artists)</p>	<p>Art – Mackintosh Strands: Printing and Textiles and collage</p> <p>Make marks in print with a variety of objects (Printing)</p> <p>Design and create repeated patterns (Printing)</p> <p>Stitching – including cross stitch (Textiles)</p> <p>Use different materials for overlapping and layering (Textiles)</p> <p>Describe key ideas of designers (Work of artists)</p>	
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products (gears, pulleys, levers) (Technical knowledge) Safely cut out and assemble products (Making)					
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Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Anglo-Saxons History and DT unit	All Dried Up Geography and Art unit	Temples, Tombs and Treasures History and Art unit	Living Together Geography and Art unit	Explorers and Adventurers History and DT unit	What's on the Menu Geography and DT unit
<p>History – The Anglo Saxons Strand: Chronological British History</p> <p>Talk or write about the past, include detail; make some connections with features of other periods studied</p> <p>Place a number of events, objects, themes and people from topics studied on a timeline</p> <p>Use some dates and historical period terms.</p> <p>Describe some changes in the historical period studying</p> <p>Describe similarities and differences between some people, events and beliefs in the period of history studying</p> <p>Suggest reasons for and results of people's actions and events</p> <p>In written work, try to:</p>	<p>Geography – Deserts Strand: Locational Knowledge</p> <p>Locate and name the main counties and cities of the UK</p> <p>On a world map, locate areas of similar environmental - desert regions.</p> <p>Identify the largest deserts and compare with the UK</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Learn the eight points of a compass, four-figure grid references (Skills and Fieldwork)</p> <p>Art – Salvador Dali Strands: Drawing and Painting</p> <p>Plan ideas in sketchbooks</p>	<p>History – Ancient civilisation of Egypt Strand: Ancient Civilisations</p> <p>Talk or write about the past, include detail; make some connections with features of other periods studied</p> <p>Place a number of events, objects, themes and people from topics studied on a timeline</p> <p>Use some dates and historical period terms.</p> <p>Suggest which people were historically important</p> <p>Comment on the usefulness and accuracy of different sources of evidence</p> <p>Identify primary and secondary sources of evidence</p> <p>In written work, try to: organise answers well</p>	<p>Geography – The UK and Brazil Strand: Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Brazil.</p> <p>On a world map, locate areas of similar environmental - rainforest regions (Locational Knowledge)</p> <p>Types of settlements: villages, towns, cities (Human and Physical)</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies (Skills and Fieldwork)</p>	<p>History – Shackleton Strand: Events Beyond Living Memory</p> <p>Talk or write about the past, include detail; make some connections with features of other periods studied</p> <p>Place a number of events, objects, themes and people from topics studied on a timeline</p> <p>Suggest which people were historically important</p> <p>Comment on the usefulness and accuracy of different sources of evidence</p> <p>Identify primary and secondary sources of evidence</p> <p>In written work, try to: organise answers well state conclusions give reasons for ideas use some dates and</p>	<p>Geography – Biomes, vegetation belts and the water cycle Strand: Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography, including biomes and vegetation belts incl rainforests</p> <p>The water cycle including transpiration and distribution of energy and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and features studied (Skills and Fieldwork)</p> <p>DT – Menu design, rainforest fruit, Brazilian truffles Strand: Cooking</p> <p>Understand a balanced diet</p> <p>Understand seasonality and</p>

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<p>organise answers well state conclusions give reasons for ideas use some dates and historical terms</p> <p>DT – Anglo-Saxon money carriers Strands: Technical knowledge, Product design, Making</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures (Technical knowledge)</p> <p>Design using cross sectional diagrams (Product design)</p> <p>Design for a purpose (Product design)</p> <p>Cut, shape, join and finish work – wood work. Strengthen structures (Making)</p>	<p>(Drawing)</p> <p>Outlines from observation and shading to show form, texture and the correct proportion (Drawing)</p> <p>Mixing colours to vary mood and demonstrate tones (Painting)</p> <p>Research and discuss different people and discuss their processes and finished products (Work of artists)</p>	<p>state conclusions give reasons for ideas use some dates and historical terms</p> <p>Art - Pyramids Strand: 3D work</p> <p>Clay work – slabs, coils and slips</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p> <p>Research and discuss different people and discuss their processes and finished products (Work of architects)</p>	<p>Art – Brazil – Genaro De Carvahlo Strands: Printing and Textiles and collage</p> <p>Make marks in print with a variety of objects (Printing)</p> <p>Repeated patterns (Printing)</p> <p>Recognise patterns in the environment (Printing)</p> <p>Printing on fabric – tie dye and batik (Textiles)</p> <p>Marbling, silk screen, cold water paste (Textiles)</p>	<p>historical terms</p> <p>DT – Shelters Strands: Technical knowledge, Product design, Making and Evaluation</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures (Technical knowledge)</p> <p>Design using cross sectional diagrams (Product design)</p> <p>Design for a purpose (Product design)</p> <p>Use electrical systems in products (Making)</p> <p>Consider existing products and how they might be improved/meet needs of a user (Evaluating)</p>	<p>locally produced food</p> <p>Read and follow recipes involving several processes, skills and techniques</p>
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Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">The Vikings History and DT unit</p> <p><u>History – Viking struggle for the Kingdom of England</u> Strand: Chronological British History</p> <p>Talk or write about the past, include detail; include ideas which show some understanding of what things were like before and after this at local, national and world levels</p> <p>Place historical periods studied as well as information about my topic on a timeline</p> <p>Written answers are well rounded with: well organised with clear conclusions supported by evidence (from sources) and reasons make good use of dates and historical terms</p> <p>Use dates and historical</p>	<p style="text-align: center;">The Holiday Show Geography and DT unit</p> <p><u>Geography – North America</u> Strand: Locational Knowledge</p> <p>Locate the main countries in Europe and North America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban</p> <p>Locate and name the main counties and cities in England.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p><u>DT – Electrically powered merry-go-rounds and ferris wheels</u> Strands: Technical knowledge, Product design,</p>	<p style="text-align: center;">Ancient Greece History and Art unit</p> <p><u>History – Ancient civilisation of Greece</u> Strand: Ancient Civilisations</p> <p>Talk or write about the past, include detail; include ideas which show some understanding of what things were like before and after this at local, national and world levels</p> <p>Place historical periods studied as well as information about my topic on a timeline</p> <p>Use dates and historical period terms accurately</p> <p>Describe changes within and between periods and societies learned about</p> <p>Written answers are well rounded with: well organised with clear conclusions</p>	<p style="text-align: center;">Space Explorers Geography and Art unit</p> <p><u>Geography – Cape Canaveral/Space</u> Strand: Place Knowledge</p> <p>Compare London with Cape Canaveral – compare significant differences and similarities.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies (Skills and Fieldwork)</p> <p><u>Art - Alan Bean 'First Men – Neil Armstrong'</u> Strands: Printing and Textiles and collage</p> <p>Make marks in print with a variety of objects (Printing)</p> <p>Repeated patterns (Printing)</p>	<p style="text-align: center;">Windrush Generation History and DT unit</p> <p><u>History – African and Caribbean migration 1910-1960</u> Strand: Events Beyond Living Memory</p> <p>Describe similarities and differences in society, culture and religion in Britain</p> <p>Give some reasons for and results of historical events, situations and changes</p> <p>Suggest which people and causes and consequences of change are more important</p> <p>Suggest some reasons why there are different accounts and interpretations of the past</p> <p>Compare sources of evidence to help me identify reliable information</p>	<p style="text-align: center;">Weather and Climate Geography and Art unit</p> <p><u>Geography – Weather, Climate, Tourism and Fairtrade</u> Strand: Human and Physical Geography</p> <p>Describe and understand key aspects of climate zones</p> <p>Physical and human geography including trade and tourism between UK and Europe and rest of the world</p> <p>Fair/unfair distribution of resources (Fairtrade – food).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and features studied (Skills and Fieldwork)</p> <p><u>Art – Turner</u> Strands: Drawing and Painting</p>

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<p>period terms accurately</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use. (Geography - Locational Knowledge)</p> <p>Types of settlements in Viking period linked to History. (Geography - Human and Physical)</p> <p>Use the eight points of a compass, four-figure grid references, symbol and key to build knowledge of the UK in the past (link to A1) and present (Geography - Skills and Fieldwork)</p> <p>DT – Viking boats Strands: Product design, Making</p> <p>Product design using cross sectional diagrams (Product design)</p> <p>Make prototypes (Product design)</p> <p>Use market research to inform own designs (Product design)</p> <p>Produce step by step plans (Product design)</p>	<p>Making and Evaluation</p> <p>Understand and use electrical systems in products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (Technical knowledge)</p> <p>Use market research to inform own designs (Product design)</p> <p>Build 3D structures – mechanical and electrical systems (Making)</p> <p>Use precise measurements – joins, holes and openings in the right places (Making)</p> <p>Consider the views of others when improving own work (Evaluating)</p>	<p>supported by evidence (from sources) and reasons make good use of dates and historical terms</p> <p>Art - Ancient Greek pottery Strand: 3D work</p> <p>Focus on patterns and textures when using malleable media</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p> <p>Describe work and ideas of others using technical vocabulary – referring to historical and cultural contexts (Work of artists)</p>	<p>Recognise patterns in the environment (Printing)</p> <p>Understand the purpose of printing (Printing)</p> <p>Add collage to painted, drawn or printed pictures to create texture and layers (Textiles)</p> <p>Describe work and ideas of others using technical vocabulary – referring to historical and cultural contexts (Work of artists)</p>	<p>Written answers are well rounded with: well organised with clear conclusions supported by evidence (from sources) and reasons make good use of dates and historical terms https://www.gcfordundation.co.uk/pages/category/windrush-learning-resource</p> <p>DT- Windrush cookbook Strand: Cooking</p> <p>Understand main food groups and different nutrients</p> <p>Understand how different food is reared, caught, grown and processed to make them safe/tasty</p> <p>Combine a range of ingredients through different techniques</p> <p>Consider the views of others when improving own work (Evaluating)</p>	<p>Shading to show form (Drawing)</p> <p>Foreground and background (Drawing)</p> <p>Mixing colours to vary mood and demonstrate tones (Drawing)</p> <p>Different brushstrokes for different purposes (Purposes)</p> <p>Describe work and ideas of others using technical vocabulary – referring to historical and cultural contexts (Work of artists)</p>
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Use precise measurements – joins, holes and openings in the right places (Making)					
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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">World War II History and Art unit</p> <p><u>History – WII to include Lilian Bader</u> Strand: Chronological British History</p> <p>Talk and write about the past, include good detail; put ideas in context (chronological and scale)</p> <p>Use a timeline to sequence local, national and international events as well as historical periods</p> <p>Describe and make some links between events, situations and changes within and between different periods and societies</p> <p>Describe similarities and differences in society, culture and religion in Britain</p> <p>Give some reasons for and results of historical events, situations and changes</p> <p>Suggest which people and</p>	<p style="text-align: center;">What a Wonderful World Geography and DT unit</p> <p><u>Geography – Features Around the World</u> Strand: Locational Knowledge</p> <p>On a world map locate the main countries in Africa, Asia and Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Identify longest rivers in the world, highest mountains and compare with UK.</p> <p>Extend 6-figure grid references with teaching of latitude and longitude in depth (Skills and Fieldwork)</p>	<p style="text-align: center;">The Mayans History and DT unit</p> <p><u>History - Ancient civilisation of the Mayans</u> Strand: Ancient Civilisations</p> <p>Talk and write about the past, include good detail; put ideas in context (chronological and scale)</p> <p>Use a timeline to sequence local, national and international events as well as historical periods</p> <p>Describe and make some links between events, situations and changes within and between different periods and societies</p> <p>Suggest some reasons why there are different accounts and interpretations of the past</p> <p>Compare sources of evidence to help me identify reliable information</p> <p>Written answers are well</p>	<p style="text-align: center;">Journey To Jo'burg Geography and Art unit</p> <p><u>Geography – UK and South Africa</u> Strand: Place Knowledge</p> <p>Compare a region in UK with South Africa comparing significant differences and similarities.</p> <p>Understand some of the reasons for similarities and differences.</p> <p>Expand map skills to include non-UK countries (South Africa) (Skills and Fieldwork)</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies (Skills and Fieldwork)</p> <p>Art – South African Traditional Dress Strands: Printing and 3D work</p>	<p style="text-align: center;">Pre-Colonial Britain History and Art unit</p> <p><u>History – Pre-colonial Britain</u> Strand: Events Beyond Living Memory</p> <p>Talk and write about the past, include good detail; put ideas in context (chronological and scale)</p> <p>Use a timeline to sequence local, national and international events as well as historical periods</p> <p>Compare sources of evidence to help me identify reliable information</p> <p>Written answers are well rounded with well organised with clear conclusions supported by evidence (from sources) and reasons, making good use of dates and historical terms</p> <p>Linking with local History, map how land use has changed in local area over time (Geography - Locational Knowledge)</p>	<p style="text-align: center;">Journeys Geography and DT unit</p> <p><u>Geography – Rivers and mountains</u> Strand: Human and Physical Geography</p> <p>Describe and understand key aspects of rivers and mountains</p> <p>Distribution of natural resources focussing on energy and minerals</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and features studied (Skills and Fieldwork)</p> <p>DT – Renewable energy source design Strands: Technical knowledge, Product design, Making</p> <p>Apply understanding of computing to program, monitor and control their products (Technical knowledge)</p>

Whole School Topic Yearly Overview - History/Geography and Art and Design/DT

including progression and coverage of knowledge and skills



<p>causes and consequences of change are more important</p> <p>Suggest some reasons why there are different accounts and interpretations of the past</p> <p>Compare sources of evidence to help me identify reliable information</p> <p>Written answers are well rounded with well organised with clear conclusions supported by evidence (from sources) and reasons, making good use of dates and historical terms</p> <p>Art – Henry Moore shelter drawings Strand: Drawing</p> <p>Awareness of composition, scale and proportion</p> <p>Use perspective – a single focal point and the horizon</p> <p>Follow a design brief</p> <p>Develop ideas through open ended research – use own ideas/imagination</p> <p>Explain and justify preferences towards styles and artists (Work of artists)</p>	<p>DT – Design and make bridge or dam Strands: Product design, Making and Evaluation</p> <p>Product design using cross sectional diagrams (Product design)</p> <p>Reinforce complex structures (Making)</p> <p>Consider the views of others when improving own work and explain how these influenced changes (Evaluating)</p>	<p>rounded with well organised with clear conclusions supported by evidence (from sources) and reasons, making good use of dates and historical terms</p> <p>DT – Mayan dishes Strand: Cooking</p> <p>Plan a series of healthy meals – varied diet.</p> <p>Use food labels to inform choices</p> <p>Research and plan a savoury dish. Apply technical skills when cooking</p>	<p>Use intricate printing patterns independently (Printing)</p> <p>Plan, create and explain choices of method and final piece (3D work)</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways (3D work)</p> <p>Explain and justify preferences towards styles and artists (Work of artists)</p>	<p>Art – Pre-Raphaelites including Fanny Eaton Strands: Painting and Textiles and collage</p> <p>Use a combination of painting skills appropriately to capture an image independently (Painting)</p> <p>Create images from imagination or observation using a wide variety of media (Textiles)</p> <p>Explain and justify preferences towards styles and artists (Work of artists)</p>	<p>Use computer aided design programmes (Product design)</p> <p>Monitor and control a product (Making)</p>
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