**Autumn 1**

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| **Year 1** | **History** | **Geography** | | | **Art** | | **DT** | |
| **National Curriculum Objectives** | **Hi 1** to identifychanges within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | **SF 4** to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | | **AD1** to use a range of materials creatively to design and make their products  **AD 2** to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  **AD 4** About the work of a range of artists, craftmakers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work | | **M2** to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **CN 1** to use the basic principles of a healthy and varied diet to prepare dishes | |
| **Key Knowledge**  ***Memory Box Topic*** | This is me  Significant events that have happen to them eg. starting school or learning to walk  Relationships between different people – family tree  Childhood then and now – food, toys and technology | To learn about the local environment in which children live. How to use/ create a map of school grounds – vocabulary linked to key features Addresses (and knowing own address)  To know what exists in the area surrounding the school (shops, houses, roads etc) and related vocabulary | | | How to use different media to create a piece of artwork  To know that there are different ways of representing an idea  That artists represent/interpret the same idea in various ways.  **Pablo Picasso, Vincent Van Gogh, George Seurat**  **Biographical Understanding**  Gerald Brockhurst (Birmingham portrait artist)  Who was he?  Where was he from?  Why is he important in portraiture?  To know the primary colours and names of colours created by mixing one or more primary colours. | | The different celebrations that may occur throughout the year (religious and other)  What food is healthy and unhealthy and how to find this out.  What foods are eaten by people in the local area | |
| **Key Skills** | **Chronological Understanding**  Can they sequence some events or 2 related objects in order?  Can they remember parts of stories and memories about the past?  **Knowledge and understanding of past events**  Can they tell the difference between past and present in own and other people’s lives?  **Historical Interpretation**  Can they identify and recount some details about the past from sources?  **Historical Enquiry**  Can they find answers to simple questions about the past from sources of information?  **Organisation and Communication**  Can they show knowledge and understanding about the past in different ways? | **Location Knowledge**  Can they name and locate local area, city and own country?  **Place Knowledge**  Can they observe and describe the human and physical geography of a small area of the UK?  **Human and Physical Geography**  Can they use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.  **Geographical skills and fieldwork**  Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. | | | **Generic**  Can they outline personal likes and dislikes regarding their own work?  Can they draw from or talk about experiences, creative ideas and observations?  Can they outline personal likes and dislikes regarding a piece of art?  **Drawing**  Can they use line to represent a shape or outline?  **Painting**  Can they name primary colours and collate colours into groups or shades?  Can they apply paint using a range of tools?  **Collage**  Can they cut and tear paper and glue it to a surface?  **Digital Media**  Can they take a self portrait or photo of someone else? | | **Developing, Planning and communicating ideas**  Select and explain their choice of materials, sometimes with help.  **Food**  Measure and weigh food items using non-standard measures  **Sheet Materials**  Fold, tear, roll and cut paper and card  Cut accurately and safely with scissors | |
| **Extended Writing Ideas (2 pieces)** | Non-chronological report – All about me  Diary recount – My day at school | | | **Text Links** | | Titch by Pat Hutchins | | |
| **Previous Learning** | EYFS: PSED | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns**  Heathlands Primary Academy  Gerald Brockhurst  Pablo Picasso  Vincent Van Gogh  George Seurat | | **Nouns**  school  classroom  playground  hall  environment  family tree  relatives (inc. mum, dad, etc)  toys  food  technology  birthday  baby  toddler | | **Adjectives**  old  young  big  little  younger  older | | | **Verbs**  grow  change  crawl  walk  learn |
| **Visit/Visitor** | Local area (school) walk, exploring the local environment | | | | | | | |

**Autumn 1**

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| **Year 2** | **History** | **Geography** | | | | | **Art** | | **DT** |
| **National Curriculum Objectives** | **Hi 3** about he lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | **LK 1** to name and locate the world’s seven continents and five oceans  **SF 1** to use world maps, atlases and globes to identify the oceans studied at this key stage  **SF 2** to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  **SF 3** to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | | | | | **AD1** to use a range of materials creatively to design and make their products  **AD 3** to develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space | | **D1** to design purposeful, functional and appealing products for themselves and other users based on design criteria  **D2** to generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology  **M1** to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  **M2** to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **E1** to explore and evaluate a range of existing products  **E2** to evaluate their ideas and products against design criteria  **TK 1** to build structures, exploring how they can be made stronger, stiffer and more stable  **TK 2** to explore and use mechanisms [for example, levers, slides, wheels and axles], in their products |
| **Key Knowledge**  ***Land Ahoy Topic*** | What is chronological order?  To sequence chronologically famous sea explorers  including Marco Polo, Christopher Columbus, Sir Francis Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern-day sea explorers such as Ellen MacArthur.  To know and be able to retell the story of Grace Darling  - Grace Darling was born in 1815 at Bamburgh, Northumberland. Her father was a lighthouse keeper on the Farne Isands.  - On September 7th 1838, Grace Darling and her father risked their lives, rowing a tiny boat across a dangerous, stormy sea to rescue survivors of a shipwreck marooned on a rock.  Who was Tony Bullimore?  **Key Biographical Facts**  **Tony Bullimore** (15 January 1939 – 31 July 2018), nicknamed **The British Bulldog**, was a British businessman and international yachtsman from Birmingham. He is known especially for being rescued on 10 January 1997 during a sailing race after he had been presumed dead. | Extend Y1 knowledge (Sum 1) to know the names of the world’s oceans  Pacific, Atlantic, Indian, and Arctic  Extend Y1 knowledge (Aut 2, Spr 2) to know the four main compass points  Extend Y1 knowledge (Sum 1) to know what a key is used for on a map | | | | | How to accurately draw a boat from first-hand observation, looking carefully at shapes and form. Draw from different angles, above, sideways, from the front and, if possible from the inside.  To know features of pirate flag and how colours and symbol help them to stand out from afar. | | To know why a design, building, designer is important  To know why safety is important  To know a range of ways of making mechanisms and fixing techniques |
| **Key Skills** | **Chronological Understanding**  Can they sequence some events or 2 related objects in order?  **Knowledge and understanding of past events**  Can they recount main events from a significant event in history?  Can they use evidence to explain reasons why people in the past acted as they did, including the lives of significant people?  **Historical Interpretation**  Can they look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet)?  Can they understand why some people in the past did things? | **Location Knowledge**  Can they name and locate the worlds oceans on an atlas or globe?  **Geographical Skills and Fieldwork**  Can they locate the equator and the North and South poles?  Can they use compass directions (North, South, East, West) to describe the location of geographical features and routes on a map?  Can they draw simple maps or plans using symbols for a key? | | | | | **Generic Skills**  Can they explain the main successes and challenges encountered when completing a piece of artwork?  Can they develop ideas from a variety of starting points including man-made objects and stories?  **Drawing**  Can they use line and tone to draw shape and form?  Can they use tone to show light and shade?  **Painting**  Can they mix paint colours to suit a task?  **Printing**  Can they create single and multi-coloured prints using a range of printing techniques? | | **Developing, Planning and communicating ideas**  Describe why a design, building or a designer is important  Describe similarities and differences between own and others work including work by professional craftspeople and designers  Explain how closely finished products meet their design criteria and say what they could do better in the future  Investigate a range of existing products and say if they do what they are supposed to do  **Construction**  Use tools safely for cutting and joining materials and components and for finishing products.  Create and use wheels and axles, levers and sliders  Attach features to a vehicle and join appropriately with glue or tape for different materials and situations  Improve structures by making them stronger, stiffer and more stable. |
| **Extended Writing (2 pieces)** | Diary recount – Grace Darling  Non – Chronological report – Famous Explorers | | | **Text Links** | Grace Darling – Anita Ganeri  Captain Cook – Rebecca Levene | | | | |
| **Previous Learning** | Recall of knowledge and skills from all terms in Year 1 | | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns**  Marco Polo Pacific  Christopher Columbus Atlantic  Sir Francis Drake Indian  Sir Walter Raleigh Arctic  Henry Hudson  Captain Cook  Ellen MacArthur  Tony Bullimore  Grace Darling | | **Nouns**  ocean voyage  boat map  sea challenge  explorers success  land crew  continent  sail | | | **Adjectives**  brave  daring  strong  courageous | | **Verbs**  sail  navigate | |
| **Visit/Visitor** | N/A – visit linked to RE | | | | | | | | |

**Autumn 1**

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| **Year 3** | **History** | **Geography** | | | **Art** | | **DT** | |
| **National Curriculum Objectives** | **Hi 6** Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | **HP2** Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **SF1** Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied | | | **AD 1** to create sketch books to record their observations and use them to review and revisit their ideas  **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | **D1** to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  **M1** to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  **M2** to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **E1** to investigate and analyse a range of existing products  **E2** to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **CN 2** to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | |
| **Key Knowledge**  ***Scrumdiddlyumtious topic*** | The Cadbury Brothers e.g. Life of John Cadbury, the founder of the company.  The development of Cadbury’s and its impact on the local area / Birmingham.  Comparison of life in Birmingham before and after the factory / Bournville village.  Use <https://billdargue.jimdo.com/> for the history of Birmingham and the local area | To know what fair trade is.  To know how fair trade impacts the people; environments; companies and countries where ingredients/foods are grown. Fair trade game <https://www.christianaid.org.uk/schools/chocolate-trade-game>  Extend Y2 knowledge (Aut, Spr, Sum 2) of continents, countries and oceans.  To know what different types of settlement there are and know what type of settlement they live in and its characteristics | | | To know what still life drawing is.  To know some famous still life artists e.g. Caravaggio and Cezzane  To know a still life artist from Birmingham - Oliver Clare | | To know the changes that take place during the cooking process.  Extend Y1 knowledge (Aut 1) of healthy and unhealthy foods.  To know what foods come from the UK  To know the countries other foods come from  To know what a balanced diet looks like | |
| **Key Skills** | **Chronological understanding**  Can they describe events from the past using dates when things happened?  Can they use a timeline within a specific time in history to set out the order things may have happened?  **Historical enquiry**  Can they use various sources to piecetogether information?  Can they research a specific event from the past? Can they use their ‘information finding’ skills in writing to help them write about historical information?  Can they, through research, identify similarities and differences between given periods in history? | **Location Knowledge**  Can they locate geographical features on a map or atlas using symbols shown in a key?  **Human and Physical Geography**  Can they describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features?  **Geographical Skills and Fieldwork**  Can they compare and contrast areas of vegetation and biomes in two locations? | | | **Generic skills**  Can they identify interesting aspects of objects as a starting point for work?  Can they make suggestions for ways to adapt/improve their work?  **Drawing** Can they use line to add surface detail to drawing, print or painting?  Can they use a range of drawing media to draw natural and man-made items, giving attention to shape, pattern and form?  **Sketch Books** Can they make notes in their sketch books about techniques used by artists?Can they suggest improvements to their work by keeping notes in their sketch books?  **Painting**  Can they create and use a palette of natural colours?  **3D and Sculpture**  Can they use a range of modelling materials and tools choosing the one most appropriate to a task? | | **Developing, Planning and communicating ideas**  Share ideas through words, labelled sketches and models, recognising that designs have to meet arrange of needs including being fit for purpose  Create a simple pattern for their design  **Food**  Describe what a balanced diet is  **Sheet Materials**  Cut slots in card and create nets  **Evaluation**  Investigate the design features (including identifying components or ingredients) of familiar existing products  Suggest improvements to products made and describe how to implement them (taking the views of others into account) | |
| **Extended Writing (2 pieces)** | Instructions – How food is made  Persuasive letter – Fair trade | | | **Text Links** | Charlie and the Chocolate Factory – Roald Dahl | | | |
| **Previous Learning** | Year 1 (Aut 1) Year 2 (Aut, Spr, Sum 2) | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns**  John Cadbury  George Cadbury  Victorians  Names of continents, countries and cities  Bournville  Birmingham  Wolverhampton  Fair Trade  BC  AD | | **Nouns**  chocolate packaging  factory hill  wrapper river  bean fields  cocoa forest  village cooking utensils  ingredient  brand  city  village  town  transport  buildings  landscape | | | **Adjectives**  delicious  scrumptious  mouth-watering  tasty  hard-working  caring  edible  cosmopolitan  culturally diverse  bustling  crowded  interesting  major | | **Verbs**  grow  work  make  sell  distribute  taste  observe  measure  record  cut  fold  tear  mix  bake |
| **Visit/Visitor** | Cadbury World - Birmingham | | | | | | | |

**Autumn 1**

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| **Year 4** | **History** | **Geography** | | | **Art** | | | **DT** |
| **National Curriculum Objectives** | **Hi 2** Learn about the Roman Empire and its impact on Britain. | **LK1** Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  **LK2** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  **PK1** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  **HP1** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | **AD 1** to create sketch books to record their observations and use them to review and revisit their ideas  **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  **AD 3** about great artists, architects and designers in history | | | **D1** to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  **M2** to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **E1** to investigate and analyse a range of existing products |
| **Key Knowledge**  ***Potions / I am Warrior Topic*** | Extend and recall knowledge from  Year 3- Spr 2  What the Roman Empire was  Where the Romans sit on a historical timeline Know the key battles, invasions and important individuals e.g. Boudicca, Julius Caeser, Spartacus and Cassius  Roman life – e.g. food, clothes, weapons, transport, etc. and how it compared to the Stone Age and Iron Age and how it compares to our modern era.  To know how the Romans impacted their local area  Use <https://billdargue.jimdo.com/> for the history of Birmingham and the local area | Extend and recall knowledge from  Year 1- Aut 2, Spr 1, Sum 1, Sum 2  Year 2 – Aut, Spr, Sum 2  Year 3- Spr 2  Where was Rome?  What European countries the Romans invaded  What Physical and man-made features there are in Rome  The Roman cities in the Uk e.g Bath, York, Manchester, Doncaster  To know the differences and similarities between Italy and Britain including landscape, climate, weather and size | | | Extend and recall knowledge from  Year 1- Aut 1, Spr 1, Sum 1,  Year 2 – Sum1, Sum 2  Year 3- Aut 2, Summer  Celtic and Roman coins  How historical figures are portrayed through sculptures and paintings  **Biographical Understanding**  Giacometti (Sculptor)  Who was he?  What were his most famous works?  Where was he from? | | | What pulleys, levers and linkages are.  The attire of a Celtic Warrior or Roman Soldier |
| **Key Skills** | **Historical Interpretation**  Can they give reasons why there may be different accounts of history?  **Chronological Understanding**  Place different time periods of time on a timeline and remember key historical facts and some dates from a period studied.  **Knowledge and understanding of past events**  Explain how significant historical figures contributed to national and international achievements in a variety of eras.  Explain the impact of significant individuals on life in Britain.  Compare two periods of history identifying similarities and differences between them.  Explain that an event can have more than one cause.  Describe the impact of international events (e.g. war) on the local area.  **Historical Enquiry**  Use a range of source materials to answer questions about the past which go beyond simple observations.  Ask and answer more complex questions through independent research.  **Organisation and Communication**  Choose the best way to record a range of historical information, giving reasons for their choice. | **Location Knowledge**  Locate the countries of Europe (including Russia) North and South America.  Locate and name geographical features on an Ordnance Survey map.  Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.  **Human and Physical Geography**  Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.  Compare and contrast how areas of the world have capitalised on their physical or human features | | | **Generic Skills**  Annotate work in a sketchbook  Comment on similarities/differences between own and others’ work, describing what they feel about both  Select and record visual and other information to develop ideas on a theme  **Drawing**  Draw from close observation to capture fine details  **Printing**  Use bold colour and geometric shapes to create a print  **3D and sculpture**  Investigate, combine and organise visual and tactile qualities of materials and processes when making something  Add embellishments and decorations to enhance a form or sculpture | | | **Developing, Planning and Communicating ideas**  Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user  Explain how an existing product is useful to the user  Choose from a range of materials showing an understanding of their characteristics  **Sheet Materials**  Use pulleys, levers and linkages in their products |
| **Extended Writing (2 pieces)** | Narrative writing - Create your own narrative based on Escape from Pompeii | | | **Text Links** | | Escape from Pompeii by Christina Balit | | |
| **Previous Learning** | Year 1- Aut 1, Aut 2, Spr 1, Sum 1, Sum 2  Year 2 – Aut, Spr, Sum 1, Sum 2  Year 3- Aut 2, Spr 2, Summer | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns**  Roman Empire  Julius Caeser  Boudicca  Spartacus  Cassius  Birmingham  Europe  Italy  Britain  Giacometti  Celtic  Londinum | | **Nouns**  honour protector  raider monks  cultured giant  burial long ship  myths voyage  invasion descendants  raid leader  manslaughter colonist  explorer settler  founder killer  mast shield  spices merchant  cloak coins  glaciers fjords  waterfalls figurehead | | **Adjectives**  murderous  enraged  intelligent  intrepid  tactical  fierce  untamed  seafaring  giant  rough  destructive  unkempt  ruthless  horrific | | **Verbs**  intimidate  exploit  navigate  capture  conquer  raid  travel  sailing  hoard  banished  stalk  voyage  settle  unleash  invade | |
| **Visit/Visitor** | Wroxeter Roman City | | | | | | | |

**Autumn 1**

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| **Year 5** | **History** | **Geography** | | **Art** | | | **DT** | |
| **National Curriculum Objectives** | **Hi6—**Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | **SF1** Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied | | **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | | **D1** to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  **M2** to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **E2** to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **TK 3** to understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | |
| **Key Knowledge**  ***Stargazers Topic*** | Extend and recall knowledge from  Year 1 (Aut 1)  Year 3 (Aut 1)  What the Space race was.  Who was involved in the Space race  How Britain were involved in the Space race  <https://www.bbc.com/timelines/zqjgk7h>  **Biographical Understanding**  Galileo Galilei (1564-1642AD)  Why he was important  Who he was  What he did to impact the world and how that is still important today | Extend and recall knowledge from  Year 2 (Sum 1)  Year 3 (Aut 2)  That aerial photographs can be taken from space  Major geographical features such as countries, volcanoes, impact craters and continents.  To know the countries of Europe.  To know the continents and where they are located | | Extend and recall knowledge from  Year 1 (Aut 1, Spr 2, Sum 1, Sum 2)  Year 2 (Aut, Sum 1, Sum 2)  Year 3 (Aut 1, Spr 1, Spr 2, Sum)  Year 4 (Aut, Spr 1, Spr 2)  Identifying and knowing the range of art media that can be chosen for a piece of work.  Know what tones are and how art is influenced by light and shade | | | Extend and recall knowledge from  Year 1 (Aut 2, Sum 1)  Year 2 (Aut, Sum1, Sum 2)  Year 3 (Aut 1, Aut 2)  Year 4 (Aut 1, Spr 1, Spr 2)  To know what a design brief is and how designers use them  To know different materials and how they are all fit for a different purpose  To know different types of stitches  To know that designers keep making changes to a design or product to make it more efficient. | |
| **Key Skills** | **Knowledge and understanding of past events**  Can they describe how a significant individual or movement has influenced the UK or wider world?  Can they make appropriate use of historical terms in discussion and understand concepts? (e.g. local, regional; National and international.)  **Historical Interpretation**  Can they follow independent lines of enquiry and make informed response based on this?  **Organisation and communication**  Can they select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations. | **Human and Physical Geography**  Can they recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places? | | **Printing**  Can they create a detailed block for printing using string, card, foam or lino?  **Painting**  Add black and white to paint to create subtle tints and tones, light and shade | | | **Developing, Planning and Communicating ideas**  Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross sectional diagrams and modelling, recognising that ideas need to meet a range of needs  **Textiles**  Create a 3-D product using a range of materials and sewing techniques  **Construction**  Use a glue gun with close supervision  Build a framework using a range of materials (e.g. wood, card, corrugated plastic) to support mechanisms  Select and name appropriate tools for specific jobs and demonstrate how to use them safely  **Evaluation**  Test and evaluate products against a detailed design specification and make adaptations as they develop the product | |
| **Extended Writing (2 pieces)** | Non – Chronological report - Galileo Galilei  Newspaper report - Martian invasion of earth | | | **Text Links** | | The War of the Worlds by H. G. Wells, Russell Punter & David Miles | | |
| **Previous Learning** | Year 1 (Aut 1, Aut 2, Spr 2, Sum 1, Sum 2) Year 3 (Aut 1, Aut 2, Spr 1, Spr 2, Sum)  Year 2 (Aut, Sum 1, Sum 2) Year 4 (Aut, Spr 1, Spr 2) | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns**  Earth Neil Armstong  Mars  Jupiter  Saturn  Uranus  Mercury  Neptune  Venus  Milky Way  Galileo Galilei | | **Nouns**  planet alien  solar system universe  sun atmosphere  moon craters  stars gravity  galaxy spacesuit  spaceship  astronaut  space station  martian | | **Adjectives**  cold  hot  dark  dusty  giant  vacant  virtual | | | **Verbs**  zoom  blast  orbit  rotate  spin  float  land  explore  invade |
| **Visit/Visitor** | Space centre - Leicester | | | | | | | |

**Autumn 1**

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| **Year 6** | **History** | **Geography** | **Art** | | | **DT** |
| **National Curriculum Objectives** | **Hi6—**Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | **LK2** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  **SF1** Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied | **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  **AD 3** about great artists, architects and designers in history | | | **D2** to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **M2** to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |
| **Key Knowledge**  ***Revolution Topic*** | Extend and recall knowledge from  Year 3 (Aut 2,)  Year 4 (Aut, Spr 2)  Year 5 (Spr 1)  When the Vicorian era was  To know about Queen Victoria, Prince Albert and their 9 children  To know about Victorian inventions and key Victorian inventors such as Isambard Kingdom Brunel  Where the Victorians sit on a historical timeline  Victorian life – e.g. food, clothes, school, transport, etc. and how it compared to previous eras of history and how it compares to our modern era.  To know how the lives of rich and poor children differed  To know how the Romans impacted their local area  Use <https://billdargue.jimdo.com/> for the history of Birmingham and the local area  To know the similarities and differences between then and now.  Know the importance of the Great Exhibition in 1851 | Extend and recall knowledge from  Year 1 (Aut 2)  Year 2 (Aut 1)  Year 3 (Spr 1)  Year 4 (Aut)  Year 5 (Aut 2, Sum)  To know and locate parts of the main coal transport route from Durham to Stockton  Know the geographical features that were in their local area and know how this may have changed since then  Know and identify the following on a map of London: Hyde Park, the Crystal Palace Museum, the Royal College of Music, The Royal College of Art, ,the Imperial College of Science, the Science Museum and the Natural History Museum. | Extend and recall knowledge from  Year 1 (Aut 1, Spr 1, Sum 1)  Year 2 (Sum 1)  Year 3 (Aut 1, Spr 1, Spr 2, Sum)  Year 4 (Aut, Spr 1, Spr 2)  Year 5 (Aut 1, Aut 2, Spr 1, Spr 2, Sum)  **Biographical Understanding**  William Morris  Who was he?  What were his most famous works?  Where was he from?  What was his impact on Victorian Britain? | | | Extend and recall knowledge from  Year 1 (Aut 2, Sum1)  Year 2 (Aut, Sum 1)  Year 3 (Sum)  Year 4 (Spr 1, Spr 2)  Year 5 (Spr 2, Sum)  To know how to choose materials for a task and why  To know how to undertake a design make evaluate process  To know that materials can be recycled |
| **Key Skills** | **Chronological Understanding**  Can they create from memory, a timeline from dates / details / eras showing knowledge of how to check accuracy.  **Knowledge and understanding of past events**  Can they describe how a significant individual or movement has influenced the UK or wider world?  Can they make appropriate use of historical terms in discussion and understand concepts? (e.g. local, regional; National and international.)  **Historical Enquiry**  Can they suggest and research information sources required to present an in-depth study of a local town or city.  **Organisation and Communication**  Can they select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. | **Location Knowledge**  Can they describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.  **Place Knowledge**  Can they plot a route on a map globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.  **Human and Physical Geography**  Can they compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital / computer mapping. | **Generic Skills**  Can they explain intentions when developing ideas, identifying any changes and improvements made as work progresses Describe how the techniques and themes used by other artists and genres have been developed in their own work  Can they explain how studying other artists’ work has influenced and developed their own.  **Drawing**  Can they use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work  Can they use pattern to add detail, movement and interest to a piece of work  **Painting**  Can they use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques) | | | **Developing, Planning and Communicating ideas**  Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces  **Textiles**  Combine fabrics to create more useful properties and make a product of high quality, checking for snags and glitches  **Sheet Materials**  Choose the best materials for a task, showing an understanding of the working characteristics |
| **Extended Writing (2 pieces)** | Diary recount – Life in Victorian times  Biography – Queen Victoria | | **Text Links** | Street Child by Berlie Doherty | | |
| **Previous Learning** | Year 1 (Aut 1, Aut 2, Spr , Sum 1) Year 3 (Aut 1, Aut 2, Spr 1, Spr 2, Sum) Year 5 (Aut 1, Aut 2, Spr 1, Spr 2, Sum)  Year 2 (Aut, Sum 1) Year 4 (Aut, Spr 1, Spr 2) | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns**  Queen Victoria Houses of Parliament  Prince Albert  Isambard Kingdom Brunel  London  Hyde Park  Crystal Palace Museum  Royal College of Music  Royal College of Art  Imperial College of Science  Science Museum  Natural History Museum  Penny Black | **Nouns**  telephone dolly  chimney sweep railway mangle  mine steam engine  factory  school  cane  chalk and slate  top and whip  cup and ball  rocking horse  flat iron  washboard | **Adjectives**  strict  opulent  luxuriant  deprived  unfortunate  underprivileged  bustling  dirty  over crowded  unhygienic  destitute | | **Verbs**  work  graft  scavenge  steal  punish  rule  oversee  govern  toil  labour  drudge | |
| **Visit/Visitor** | Black Country Museum | | | | | |