

YEAR 5 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
Ancient Egypt	<p>-Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>-Use sources of evidence to deduce information about the past.</p> <p>-Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>-Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>-Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>-Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade 	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>-Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>-Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>-Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>-Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p> <p>-Identify and describe how the physical features affect the human activity within a location.</p> <p>-Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>		<p>-Create products using levers, wheels and winding mechanisms.</p> <p>-Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>-Cut materials accurately and safely by selecting appropriate tools.</p> <p>-Measure and mark out to the nearest millimetre.</p> <p>-Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques.</p>

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		and Antarctic Circle, and time zones (including day and night).		
River Deep, Mountain High	<p>-Describe significant people from the past.</p> <p>-Recognise that there are reasons why people in the past acted as they did.</p> <p>-Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p>	<p>-Identify and describe how the physical features affect the human activity within a location.</p> <p>-Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains and rivers.</p> <p>-Describe and understand key aspects of: physical geography, including: rivers and mountains.</p>		
Magnificent Mercia	<p>-Describe changes that have happened in the locality of the school throughout history.</p> <p>-Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>-Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>-Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>-Use dates and terms accurately in describing events.</p> <p>-Understand that no single source of evidence gives the full answer to</p>	<p>-Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p>	<p>-To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint, clay]</p>	

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	<p>questions about the past. -Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. -Describe the social, ethnic, cultural or religious diversity of past society. Identify continuity and change in the history of the locality of the school. -Give a broad overview of life in Britain.</p>			
<p>Inspirational Inventors</p>	<p>-Describe significant people from the past. -Recognise that there are reasons why people in the past acted as they did. -Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). -Identify periods of rapid change in history and contrast them with times of relatively little change. -Use dates and terms accurately in describing events.</p>			<p>-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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -Make- select from and use a wider range of materials (provided and recyclable materials). -Evaluate- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.</p>

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<p>Final Frontier</p>	<ul style="list-style-type: none"> -Use sources of evidence to deduce information about the past. -Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). -Identify periods of rapid change in history and contrast them with times of relatively little change. -Use dates and terms accurately in describing events. -Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> -Use repeating or overlapping shapes. -Mimic print from the environment (e.g. wallpapers). -Use objects to create prints (e.g. fruit, vegetables or sponges). -Press, roll, rub and stamp to make prints. Use layers of two or more colours. -Replicate patterns observed in natural or built environments. -Make printing blocks (e.g. from coiled string glued to a block). -Make precise repeating patterns. 		
<p>Greece is the Word</p>	<ul style="list-style-type: none"> -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Use sources of evidence to deduce information about the past. Describe the social, ethnic, cultural or religious diversity of past society. -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. -Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). -Use appropriate historical vocabulary to communicate, including: 	<ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. -Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time -Collect and analyse statistics and other information in order to draw clear conclusions about locations. -Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. -Identify the key features of a 	<ul style="list-style-type: none"> -Making an ancient Greek Clay pot. Use a combination of shapes. Include lines and texture. Include texture that conveys feelings, or expression. -Add materials to provide interesting detail. -Combine visual and tactile qualities. -Use techniques such as rolling, cutting, moulding and carving. -Use clay and other mouldable materials. -Use tools to carve and add shapes, texture and pattern. (mod rock/ Paper Mache) (Clay) 	

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