

YEAR 6 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
World War 2	<p>-Use sources of evidence to deduce information about the past.</p> <p>-Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>-Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>-Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</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>-Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade and legacy. <p>-Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Name and locate some of the countries and cities of the world</p>	<p>-Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>-Mix colours effectively.</p> <p>-Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>-Experiment with creating mood with colour.</p>	
Britain Since 1945	<p>-Describe significant people from the past.</p> <p>-Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>		<p>-Describe the work of notable artists, artisans and designers.</p> <p>-Use some of the ideas of artists studied to create pieces.</p>	<p>-Shape textiles using templates.</p> <p>- Join textiles using running stitch.</p> <p>- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p>

THREE PEAKS PRIMARY ACADEMY – TOPIC OBJECTIVE OVERVIEW

	<p>-Use sources of evidence to deduce information about the past. -Select suitable sources of evidence, giving reasons for choices. -Give a broad overview of life in Britain post WW2. -Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. -Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.</p>		<p>Replicate some of the techniques used by notable artists, artisans and designers. -Create original pieces that are influenced by studies of others. -Use a range of visual elements to reflect the purpose of the work. -Combine previously learned techniques to create pieces.</p>	<p>-Understand the need for a seam allowance. -Join textiles with appropriate stitching. -Select the most appropriate techniques to decorate textiles.</p>
<p>Zootropolis</p>		<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. -Describe geographical diversity across the world. -Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, -Understand some of the reasons for geographical similarities and differences between countries. -Describe how countries and geographical regions are interconnected and interdependent.</p>		<p>Design -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 Making -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>

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Pirates		<p>-Describe and Understand: human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>		<p>Prepare ingredients hygienically using appropriate utensils. -Measure ingredients to the nearest gram accurately. -Follow a recipe. - Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). -Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). -Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. -Demonstrate a range of baking and cooking techniques. -Create and refine recipes, including ingredients, methods, cooking times and temperatures</p>
We Can Achieve	Is a topic which runs in SAT Half term and focusses on basic skills and wellbeing			