

YEAR 5 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
Ancient Egypt	<p>Communicating Historically</p> <ul style="list-style-type: none"> -To use appropriate historical vocabulary to communicate, including: Dates, Time period, era, chronology, continuity, change, century, decade, legacy, -To confidently communicate historical ideas using core skills and ICT and make suggestions on how to best represent historical data. -To use language devices to build on others viewpoints and contributions. -Use new topic language confidently to communicate <p>Understanding Chronology</p> <ul style="list-style-type: none"> -Describe the main changes in a period of History (using terms such as social, religious, political, technological, industrial, and cultural) -Identify periods of rapid change in history and contrast them with times of very little change. -Understand the concepts of continuity and change over time, representing them, along with evidence, dates and explanations on timelines. -Use dates and terms accurately when describing events. <p>Interpreting the Past</p> <ul style="list-style-type: none"> -Use primary and secondary sources of evidence to deduce information about the past. -Select suitable sources of evidence, giving reasons for choices. -Use sources of information to form testable hypotheses about the past. (Following and proving/ disproving lines of enquiry) -Seek out and analyse a wide range of evidence in order to justify claims about the past. 	<p>To Communicate Geographically HUMAN GEOGRAPHY: Including: settlements, land use and wonders of the ancient and modern world.</p> <p>To Investigate Places</p> <ul style="list-style-type: none"> -Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. -Name and locate some of the countries of the world and their identifying human and physical characteristics – Including hills, mountains, rivers, key topographical patterns, wonders and understand how some of these aspects have changed over time. <p>To Investigate Patterns</p> <ul style="list-style-type: none"> -Describe how locations around the world are changing and explain some of the reasons for change. 		<p>To Master Practical Skills</p> <ul style="list-style-type: none"> -Cut materials with precision and refine the finish with appropriate tools. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape

	<p>-Understand that no single source of evidence gives the full answer to questions about the past. -Refine lines of enquiry as appropriate. An Overview of World History -Give a broad overview of life in Britain and some major events from the rest of the world. -Describe the social, ethnic, cultural or religious diversity of past societies and civilisations. -Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children or subgroups such as soldiers, rulers etc.</p>			
<p>River Deep, Mountain High</p>		<p>To Communicate Geographically -Describe and UNDERSTAND key aspects of: PHYSICAL GEOGRAPHY: Including: Rivers, mountains, volcanoes, glaciers CHALLENGE, valleys, earthquakes and the water cycle, water falls. -Name key rivers, glaciers and mountains from across the UK and beyond. To Investigate Places -Explain the formation of topographical features including. mountains, glaciers and U-shaped and V-shaped valleys. -Recognise the difference between human and physical bodies of water. -Identify and describe how the physical features affect the human activity within a location. -Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. -Name and locate some of the countries of the world and their identifying human and physical characteristics – Including hills, mountains, rivers, key topographical patterns, wonders and understand how some of these aspects have changed over time. To Investigate Patterns</p>		

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

		<p>-Understand some of the reasons for geographical similarities and differences between countries.</p> <p>-Describe how countries and geographical regions are interconnected and interdependent.</p>		
Terrific Tamworth	<p>-To use appropriate historical vocabulary to communicate, including: Dates, Time period, era, chronology, continuity, change, century, decade, legacy,</p> <p>-To confidently communicate historical ideas using core skills and ICT and make suggestions on how to best represent historical data.</p> <p>-To use language devices to build on others viewpoints and contributions.</p> <p>Understanding Chronology</p> <p>-Describe the main changes in a period of History (using terms such as social, religious, political, technological, industrial, and cultural)</p> <p>-Identify periods of rapid change in history and contrast them with times of very little change.</p> <p>-Understand the concepts of continuity and change over time, representing them, along with evidence, dates and Use dates and terms accurately when describing events. explanations on timelines.</p> <p>Interpreting the Past</p> <p>-Use primary and secondary sources of evidence to deduce information about the past.</p> <p>-Select suitable sources of evidence, giving reasons for choices.</p> <p>-Use sources of information to form testable hypotheses about the past. (Following and proving/ disproving lines of enquiry)</p> <p>-Seek out and analyse a wide range of evidence in order to justify claims about the past Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>-Refine lines of enquiry as appropriate.</p>	<p>To Investigate Places</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>-Use different types of fieldwork sampling, (random and systematic) to observe, measure and record the human and physical features in the local area. Record results in a range of ways</p> <p>To Investigate Patterns</p> <p>-Describe how the locality of the school has changed over time.</p> <p>-Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>To Master Techniques</p> <p>Drawing – Line and tone and shade. Pen and ink and pastel</p> <p>Perspective architecture and landscapes</p> <p>-Use hatching and cross hatching to show tone and texture</p> <p>-To show light source perspective and shadows.</p> <p>-Experiment with techniques to create desired effects.</p> <p>-To draw accurately from observation.</p> <p>To Take Inspiration from Other Artists</p> <p>Comment on own and others artwork using the language of art – Line, Tone , Form, Shape.</p> <p>-Give details (Including own sketches and developmental work) about the style of some notable artists, artisans and designers.</p> <p>-Create original pieces that show a range of influences and styles.</p> <p>-Experiment with other materials where possible.</p>	

<p>Inspirational Inventors</p>				
<p>Third Rock From The Sun</p>		<p>To Communicate Geographically-To use six figure grid references, symbols and a key (that uses standard Ordnance Survey Symbols) to communicate knowledge of the United Kingdom.</p> <p>-Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land – using contour lines and Including the use of Ordnance survey symbols)</p> <p>-To Investigate Places</p> <p>-Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>-Use different types of fieldwork sampling, (random and systematic) to observe, measure and record the human and physical features in the local area. Record results in a range of ways</p> <p>-Analyse and give views on the effectiveness of different geographical representations (ie aerial images compared to OS maps and google maps. And tube maps etc)</p> <p>-Name and locate some of the countries of the world and their identifying human and physical characteristics – Including hills, mountains, rivers, key topographical patterns, wonders and understand how some of these aspects have changed over time.-Name and locate countries of North and south America and identify main human and physical characteristics.</p> <p>Investigate Patterns</p> <p>-Identify the geographical significance of latitude and longitude, equator, hemispheres, tropics of cancer and Capricorn, Arctic and Antarctic circle and time zones.</p> <p>-Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>T-o Master Techniques</p> <p>Printing techniques</p> <p>Third rock printing – Layering colours.</p> <p>Build up layers of colour.</p> <p>Print repeated images onto different surfaces.</p> <p>To Develop Ideas</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

		<p>-Describe geographical diversity across the world</p> <p>-Describe how countries and geographical regions are interconnected and interdependent.</p>		
Ancient Greece	<p>Communicating Historically</p> <p>-To use appropriate historical vocabulary to communicate, including: Dates, Time period, era, chronology, continuity, change, century, decade, legacy,</p> <p>-To confidently communicate historical ideas using core skills and ICT and make suggestions on how to best represent historical data.</p> <p>--To use language devices to build on others viewpoints and contributions.</p> <p>-Use new topic language confidently to communicate</p> <p>Understanding Chronology</p> <p>-Describe the main changes in a period of History (using terms such as social, religious, political, technological, industrial, and cultural)</p> <p>-Identify periods of rapid change in history and contrast them with times of very little change.</p> <p>-Understand the concepts of continuity and change over time, representing them, along with evidence, dates and explanations on timelines.</p> <p>-Use dates and terms accurately when describing events.</p> <p>Interpreting the Past</p> <p>-Use primary and secondary sources of evidence to deduce information about the past.</p> <p>-Select suitable sources of evidence, giving reasons for choices.</p> <p>-Use sources of information to form testable hypotheses about the past. (Following and proving/ disproving lines of enquiry)</p> <p>-Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>To Communicate Geographically</p> <p>HUMAN GEOGRAPHY: Including: settlements, land use and wonders of the ancient and modern world.</p> <p>To Investigate Places</p> <p>-Identify and describe how the physical features affect the human activity within a location.</p> <p>-Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>To Investigate Patterns</p> <p>-Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>To Master Techniques</p> <p>Greek Pottery:</p> <p>-Use tools to cut, carve, add shapes and create texture and pattern.</p> <p>-Create form using rolling and pinching.</p> <p>To Develop Ideas</p> <p>Greek Pottery:</p> <p>-Combine visual and tactile qualities.</p> <p>Explore finishes and glazes.</p> <p>-Develop and imaginatively extend ideas from starting points.</p> <p>Collect sketches and resources in a sketchbook.</p> <p>-Experiment with other materials where possible.</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</p> <p>-Choose suitable techniques to construct products. Strengthen materials using suitable techniques.</p>	<p><i>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</i></p> <p>-Choose suitable techniques to construct products. Strengthen materials using suitable techniques.</p>

	<p>-Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>-Refine lines of enquiry as appropriate.</p> <p>An Overview of World History</p> <p>-Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>-Compare some of the times studied with areas of interest around the world.</p> <p>-Describe the social, ethnic, cultural or religious diversity of past societies and civilisations.</p> <p>-Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children or subgroups such as soldiers, rulers etc.</p>			
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