

YEAR 56 TOPIC OBJECTIVE OVERVIEW

	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY
The Machine Gunners – World War II	<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, impact, significance.. -To use language devices to build on or argue others contributions and viewpoints <p>Understanding Chronology</p> <ul style="list-style-type: none"> -Use dates and terms accurately when describing events. -Understand the changes within time periods CHALLENGE -Describe the main changes in a period of History (using terms such as social, religious, political, technological, industrial, and cultural) <p>Interpreting the past</p> <ul style="list-style-type: none"> -Show an awareness of propaganda, viewpoints and how historians must understand the social context of evidence studied. -Use primary and secondary sources of evidence to deduce information about the past. -Select suitable sources of evidence, giving reasons for choices. -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. -Refine lines of enquiry as appropriate. -Make predictions about events and when they occurred. -Cross reference information to ensure its reliability. CHALLENGE <p>An Overview or World History</p>	<p>To Investigate Places</p> <ul style="list-style-type: none"> -Name and locate some of the countries of the world and their identifying human and physical characteristics – Including hills, mountains, rivers, key topographical patterns 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. (Changing of borders and identity) -Describe geographical diversity across the world 	<p>To Master Techniques</p> <p>Colours/ tints and tones – Painting</p> <ul style="list-style-type: none"> -Use washes including inks and watercolours to create tones and tints. -Create colour palletes to depict mood. -Combine colours tints and tones to depict mood -Develop personal styles of painting. <p>Using materials – Collage and Textiles</p> <ul style="list-style-type: none"> -Mix textures, plain smooth and patterned. -To create tones and shades through carefully selected pieces. -Ensure work is precise. <p>To Develop Ideas</p> <ul style="list-style-type: none"> -Develop and imaginatively extend ideas from starting points. -Experiment with materials and unexpected results -Comment on own and others artwork using the language of art – Line, Tone , Form, Shape. -Begin to comment on what appeals to them as artists. <p>To Take Inspiration from Other Artists</p> <ul style="list-style-type: none"> -Create original pieces that show a range of influences and styles. <p>Propaganda artists</p> <ul style="list-style-type: none"> -Give details (Including own sketches and developmental work) about the style of some notable artists, artisans and designers. -Show how the work of these was influential in both society and influencing other artists. 	

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

	<p>-Give a broad overview of life in Britain and some major events from the rest of the world (including how these may be related) -Compare some of the times studied with areas of interest around the world. -Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children or subgroups such as soldiers, rulers etc and how these diversified.</p>			
<p>Biomes – Zootropolis</p>		<p>To Communicate Geographically -Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land) Describe and UNDERSTAND key aspects of: PHYSICAL GEOGRAPHY: Including: Climate zones, Biomes, Vegetation belts, flora and fauna. Oceans and currents To Investigate Places -Name and locate countries of North and south America and identify main human and physical characteristics. (Caribbean islands) -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) (Pirates and Biomes) -Collect and analyse statistics and other information in order to draw clear conclusions about locations. (Biomes) Identify and describe how the physical features affect the human activity within a location. (how many people live in Biomes and why – conditions) To Investigate Patterns -Identify the geographical significance of, equator, hemispheres, in relation to climate, biomes and vegetation belts, Longitude and Latitude. -Understand some of the reasons for geographical similarities and differences between countries.</p>		<p>To Master Practical Skills Materials -Cut materials with precision and refine the finish (including lacquering) with appropriate tools. -Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. Construction -Choose suitable techniques to construct products. Strengthen materials using suitable techniques Including hammering and nailing and varnishing -To combine techniques to improve the overall product. To Design, Make, Evaluate and Improve -Design with users in mind taking into account the target audience and motivations for the build. -Extract information from a brief and design using annotated 3d drawings and prototype models to refine before building. -Ensure products have a high quality finish using art and design skills where appropriate. -Evaluate products and offer suggestions for improved performance and aesthetic refinement against the brief To Take Inspiration From Designers and Inventors Throughout History. -Combine elements of designers for functionality, aesthetic value and give reasons for choices.</p>

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

		<ul style="list-style-type: none"> -Describe how locations around the world are changing and explain some of the reasons for change. -Describe geographical diversity across the world -Describe how countries and geographical regions are interconnected and interdependent. 		<ul style="list-style-type: none"> Create innovative designs that improve upon existing products for a clear purpose -Evaluate products and suggest improvements to the user experience and overall functionality
Ch-Ch-Ch-Changes	<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, impact, significance. -To confidently select how to communicate historical ideas using core skills and ICT. Use Original ways to present information and ideas. -To use language devices to build on or argue others contributions and viewpoints -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. To show the impact and aftermath of a period of time -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. -Understand the changes within time periods CHALLENGE <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. 		<p>To Master Techniques Textiles</p> <ul style="list-style-type: none"> -Use dip dye techniques. Combine previously learned techniques to create pieces. <p>To Develop Ideas</p> <ul style="list-style-type: none"> -Experiment with materials and unexpected results -Comment on own and others artwork using the language of art – Line, Tone , Form, Shape. -Begin to comment on what appeals to them as artists. <p>To Take Inspiration from Other Artists</p> <ul style="list-style-type: none"> -Give details (Including own sketches and developmental work) about the style of some notable artists, artisans and designers. 	<p>To Master Practical Skills Textiles</p> <ul style="list-style-type: none"> -Use the qualities of materials to create suitable, visual and tactile effects in the decoration of textiles. -Join textiles with a combination of stitching techniques. -Create objects that allow seam allowance. -Colour or Dye textiles. <p>To Design, Make, Evaluate and Improve</p> <ul style="list-style-type: none"> -Design with users in mind taking into account the target audience and motivations for the build. -Extract information from a brief and design using annotated 3d drawings and prototype models to refine before building. -Ensure products have a high quality finish using art and design skills where appropriate. -Evaluate products and offer suggestions for improved performance and aesthetic refinement against the brief. <p>To Take Inspiration From Designers and Inventors Throughout History.</p> <ul style="list-style-type: none"> -Combine elements of designers for functionality, aesthetic value and give reasons for choices. -Evaluate products and suggest improvements to the user experience and overall functionality.

	<p>-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. -Understand that no single source of evidence gives the full answer to questions about the past. -Refine lines of enquiry as appropriate. -Make predictions about events and when they occurred. -Cross reference information to ensure its reliability. CHALLENGE</p> <p>An Overview of World History -Give a broad overview of life in Britain and some major events from the rest of the world (including how these may be related) -Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children or subgroups such as soldiers, rulers etc and how these diversified.</p>			
Pirates	<p>Communicating Historically -To use appropriate historical vocabulary to communicate, including: Dates, Time period, era, chronology, continuity, change, century, decade, legacy, impact, significance. -To confidently select how to communicate historical ideas using core skills and ICT. Use Original ways to present information and ideas. -To use language devices to build on or argue others contributions and viewpoints CHALLENGE. -Use new topic language confidently to communicate</p> <p>Understanding Chronology -Describe the main changes in a period of History (using terms such as social, religious, political, technological, industrial, and cultural)</p>	<p>To Communicate Geographically -Describe and UNDERSTAND key aspects of: PHYSICAL GEOGRAPHY: Including: Climate zones, Biomes, Vegetation belts, flora and fauna. Oceans and currents HUMAN GEOGRAPHY: Including: Economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. -Use eight points of a compass, symbols and a key to communicate knowledge of the world. -Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land)</p> <p>To Investigate Places -Name and locate countries of North and south America and identify main human and physical characteristics. (Caribbean islands)</p>	<p>To Master Techniques Printing Techniques -Lino printing – create an accurate pattern -Sketch and draw onto a printing block -Carve precise patterns into lino blocks. -Create repeated prints. -Work into prints with other media.</p> <p>To Develop Ideas -Develop and imaginatively extend ideas from starting points. -Collect sketches and resources in a sketchbook. -Experiment with materials and unexpected results -Comment on own and others artwork using the language of art – Line, Tone, Form, Shape. -Begin to comment on what appeals to them as artists.</p> <p>To Take Inspiration from Other Artists</p>	<p>To Master Practical Skills Food (baking) -Prepare ingredients hygienically. Follow a recipe. Measure ingredients to the nearest gram accurately. Assemble/cook ingredients. -Evaluate the process</p>

THREE PEAKS PRIMARY ACADEMY – CURRICULUM TOPIC OVERVIEWS

	<p>-understand the changes within time periods. -Use dates and terms accurately when describing events. -Understand the concepts of change over time, representing them along with evidence dates and explanations on timelines</p> <p>Interpreting the Past -Use primary and secondary sources of evidence to deduce information about the past. -Use sources of information to form testable hypotheses about the past. (Following and proving/ disproving lines of enquiry) -Understand that no single source of evidence gives the full answer to questions about the past. -Cross reference information to ensure its reliability. -Refine lines of enquiry as appropriate</p> <p>An Overview of World History -Compare some of the times studied with areas of interest around 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 and how these diversified.</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 and understand how some of these aspects have changed over time. -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) (Pirates and Biomes) -Identify and describe how the physical features affect the human activity within a location. (Pirates)</p> <p>To Investigate Patterns -Identify the geographical significance of, equator, hemispheres, in relation to climate, biomes and vegetation belts, Longitude and Latitude. -Describe how locations around the world are changing and explain some of the reasons for change. (WTG) -Describe how countries and geographical regions are interconnected and interdependent. (WTG)</p>	<p>-Create original pieces that show a range of influences and styles.</p>	
<p>From the Page to the Screen</p>				<p>To Master Practical Skills Materials -Cut materials with precision and refine the finish (including lacquering) with appropriate tools. -Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. Construction -Choose suitable techniques to construct products. Strengthen materials using suitable techniques</p>

				<p>Including hammering and nailing and varnishing -To combine techniques to improve the overall product.</p> <p>Mechanics, electronics and computing. -Create series and parallel circuits with a range of components including resistors and switches. -Convert rotary action to linear using cams -Use innovative combinations of electronics and mechanics in product designs.</p> <p>To Design, Make, Evaluate and Improve -Design with users in mind taking into account the target audience and motivations for the build. -Extract information from a brief and design using annotated 3d drawings and prototype models to refine before building. -Ensure products have a high quality finish using art and design skills where appropriate. -Evaluate products and offer suggestions for improved performance and aesthetic refinement against the brief.</p> <p>To Take Inspiration From Designers and Inventors Throughout History. -Combine elements of designers for functionality, aesthetic value and give reasons for choices. -Create innovative designs that improve upon existing products for a clear purpose -Evaluate products and suggest improvements to the user experience and overall functionality.</p>
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