



# Curriculum Coverage

Year 1	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	<b>What is outside our window?</b>	<b>Why is London so important?</b>	<b>Who made it possible to travel the world?</b>
<b>Key Driver</b>	<p><b>Geography</b>            Geography of school broadening through:            Seasonal changes/weather patterns UK/location of hot and cold areas of World Equator/North and South Poles.</p>	<p><b>History</b>            Events beyond living memory:            Great Fire of London            Olympics            Monarchy            Landmarks.</p>	<p><b>History</b>            Lives of significant individuals:            Wright brothers            Amelia Earhart            Isambard            Also consider Neil Armstrong and Christopher Columbus</p>
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to: key</li> </ul>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally/or globally (eg <i>Great Fire of London/the first aeroplane flight or events commemorated through festivals or anniversaries</i>).</li> </ul>	<ul style="list-style-type: none"> <li>The 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 (eg <i>Elizabeth 1 and Queen Victoria, <b>Christopher Columbus and Neil</b></i></li> </ul>

	<p>physical features/key human features</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UYK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols on a key 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.</li> </ul>		<p><b>Armstrong, William Claxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell Mother Theresa)</b></p>
<p><b>Additional Links</b></p>	<p><b>History</b> How has Shaw changed over time.</p>	<p><b>Geography</b> Where is London? What are the key physical or human features that allow for landmarks/ Olympics etc. How has the land use changed since</p>	<p><b>Geography</b> Locate and identify key places discussed in lessons.</p>

		the fire of London – use photographic evidence to compare.	
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</li> <li>Use basic geographical vocabulary to refer to: key physical features/key human features</li> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols on a key</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> </ul>

<p><b>Secondary Driver</b></p>	<p><b>Design and Technology</b> Windmills</p>	<p><b>Art</b></p> <p>Drawing – pencil/chalks – portraits – <i>Start from monarchy portraits looking at line/ texture /tone move from this to Picasso 1881-1973 portraits focussing on structure of artwork.</i></p> <p>Printing - fires</p>	<p><b>Design and Technology</b></p> <p>Moving Vehicles</p>
<p><b>NC Coverage</b></p>	<p>Design</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information communication technology.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks, (eg cutting, shaping, joining and finishing).</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> </ul>	<ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information communication technology.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks, (eg cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components including</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>Build structures exploring how they can be made stronger, stiffer and more stable.</li> </ul>		<p>construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p>Technical Knowledge</p> <p>Explore and use mechanisms (levers, sliders, wheels and axles) in their products.</p>
<b>Additional Art / Design and Technology links</b>	<p><b>Art</b></p> <p><i>Collage – create what can be seen outside the window</i></p>		
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		



## Curriculum Coverage

Year 2	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	<b>Can pirates sail the seven seas?</b>	<b>Has St George's always been in Shaw?</b>	<b>Who are the heroes of Manchester?</b>
<b>Key Driver</b>	<b>Geography</b> Pirates: Continents and oceans/characteristics of UK and capital cities/similarities and differences locality and a small area of a non-EU country	<b>History</b> Changes in living memory – Local – National. Mill town similarities and differences	<b>History</b> Significant historical events, people and places in our locality. Modern day heroes.
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</li> <li>Shaw Past and Present changes over time eg toys/locality/use of mills.</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> </ul> <p>How people's lives have shaped this nation/How we have influenced and been influenced by the wider world.</p>

	<ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</li><li>• Use basic geographical vocabulary to refer to: key physical features/key human features</li><li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li><li>• Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols on a key</li></ul>	<p>Begin to develop an understanding of chronology – past and present.</p>	
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<p><b>Additional Geography/ History Links</b></p>	<p><b>History</b>          Look at Pirates and sailors through the ages – how has Blackbeard made a lasting impression compared to Christopher Columbus?</p>	<p><b>Geography</b>          Look at the position of Shaw. Look at photographs from the past comparing the human and physical features. Take a walk around the school – how has it changed from the photographs that you have looked at?</p>	<p><b>Geography</b>          Position of Manchester in the UK. How is this different to Shaw – physical and human features identified. Begin to see Manchester as a greater area.</p>
<p><b>NC Coverage</b></p>	<ul style="list-style-type: none"> <li>• The 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 (<i>eg Elizabeth 1 and Queen Victoria, Christopher Columbus</i>)</li> <li>• Events beyond living memory that are significant nationally/or globally (<i>eg Great Fire of London/the first aeroplane flight or events commemorated through festivals or anniversaries</i>).</li> <li>• The impact Christopher Columbus has had on life now.</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UYK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols on a key</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UYK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols on a key</li> </ul>



<p><b>Secondary Driver</b></p>	<p><b>Design and Technology</b></p> <p><b>Make a boat</b>  Think about the use of materials and the purpose of the boat.</p>	<p><b>Art</b></p> <p>Textiles and Collage – weaving  <i>Anni Albers – textile weaving 1899-1994</i>  <i>Julie VonDerVellen modern day – paper art/weaving</i></p>	<p><b>Art</b></p> <p>Drawing and Painting  <i>LS Lowry – painting 1887-1976</i>  <i>Urban landscapes peopled with human figures one piece of a collective image</i>  Sculpture – work towards creating a large scale removable piece of sculpture</p>
<p><b>NC Coverage</b></p>	<p>Design</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information communication technology.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks, (eg cutting, shaping, joining and finishing).</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To use a range of materials creatively to design and make products.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>

	<ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>		To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
<b>Additional Art / Design and Technology links</b>			<p><b>Design and Technology</b></p> <p><b>Make a moving picture.</b> A moving picture based on Lowry.</p>
<b>NC Coverage</b>			<p>Design</p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-</li> </ul>

			<p>ups and where appropriate information communication technology.</p> <p><b>Make</b></p> <ul style="list-style-type: none"><li>• Select from and use a range of tools and equipment to perform practical tasks, (eg cutting, shaping, joining and finishing).</li><li>• Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• Explore and evaluate a range of existing products.</li><li>• Evaluate their ideas and products against design criteria.</li></ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"><li>• Build structures exploring how they can be made stronger, stiffer and more stable.</li><li>• Explore and use mechanisms (levers, sliders, wheels and axles) in their products.</li></ul>
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## Curriculum Coverage

Year 3	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	<b>Would you Rather Live in the Stone Age or Iron Age?</b>	<b>Does it Always Rain in the Rainforest?</b>	<b>Can we be Archaeologists?</b>
<b>Key Driver</b>	<b>History</b> Changes from Stone Age to Iron Age	<b>Geography</b> Rainforests: Start local fieldwork study (Castleshaw) Similarities and differences of human and physical geography – region of UK/region of Europe/Region of North/South America – rainforests and vegetation belts	<b>History</b> In depth study: Earliest civilisations – Ancient Sumer, Indus Valley, <b>Ancient Egypt</b> , The Shang Dynasty, Ancient China?

<p><b>NC Coverage</b></p>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• Late neo-lithic hunter gatherers and early farmers (Skara Brae)</li> <li>• Early markings</li> <li>• Bronze Age Stonehenge/religion</li> <li>• Iron Age Hill forts, Farming art and culture</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Name and locate counties and cities of the UK, 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.</li> <li>• Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in an EU country, and a region within North and South America.</li> <li>• Describe and understand key aspects of: physical</li> </ul>	<ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> <li>•</li> </ul>
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		<p>geography and human geography.</p> <ul style="list-style-type: none"> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>● Use the eight points of a compass, <b>four</b> and six-<b>figure grid references</b>, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</li> <li>● Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	
<p><b>Additional Geography/ History Links</b></p>	<p><b>Geography</b>  Locate places where the stone age people inhabited. Look at the human and physical features of land in the stone age – compare and contrast. Why were the physical and human features fit for purpose and different to now?</p>	<p><b>History</b>  How have rainforest changed over time? Why was there less deforestation in the past?</p>	<p><b>Geography</b>  Locate and look at the human and physical features of Egypt – how has this helped the country develop? Without these physical features would the country be the same today? How did the ancient Egyptians adapt to these physical features? Nile use and desert landscape.</p>

<p><b>NC Coverage</b></p>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography and human geography.</li> </ul>	<ul style="list-style-type: none"> <li>No specific NC link more general link to historical enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography and human geography.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
<p><b>Secondary Driver</b></p>	<p><b>Design and Technology</b></p> <p>Jewellery/packaging</p>	<p><b>Art</b></p> <p>Textiles/Print  <i>Batik/tie dye</i>  <i>Kay Shaffer/Daniel Jean-Baptiste</i>  <i>– Modern art textile batik</i></p>	<p><b>Art</b></p> <p>Collage  Drawing and Shading</p>
<p><b>NC Coverage</b></p>	<p>Design</p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through <b>discussion, annotated sketches</b>, cross-sectional and exploded diagrams, <b>prototypes</b>,</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</li> <li>About great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</li> <li>About great artists, architects and designers in history.</li> </ul>

	<p>pattern pieces and computer aided design.</p> <p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped to shape the world.</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>
<p><b>Additional Art / Design and Technology links</b></p>		<p><b>Design and Technology</b>  Create animal masks for display.  Think about appropriate design, shape and materials to use.</p>	



<b>NC Coverage</b>		<p>Design</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Generate, develop, model and communicate their ideas through <b>discussion, annotated sketches, cross-sectional</b> and exploded diagrams, <b>prototypes</b>, pattern pieces and computer aided design.</li></ul> <p>Make</p> <ul style="list-style-type: none"><li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li><li>• 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.</li></ul> <p>Evaluate</p>	
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		<ul style="list-style-type: none"><li>• Investigate and analyse a range of existing products.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>• Understand how key events and individuals in design and technology have helped to shape the world.</li></ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"><li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li></ul>	
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## Curriculum Coverage

Year 4	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	<b>Would You Rather be a Greek or a Spartan?</b>	<b>Where Does Water Come From?</b>	<b>What Did the Romans do for Us?</b>
<b>Key Driver</b>	<b>History</b> Ancient Greece	<b>Geography</b> Rivers/Water Cycle: Physical geography – rivers/water cycle Human geography – local types of settlement and land use/economic activity and trade links – Shaw mills. How does this fit into counties and regions of UK – look at physical characteristics eg hills, mountains, coasts and rivers – why Shaw good as a Mill town etc.	<b>History</b> Roman Empire and impact on Britain and

<p><b>NC Coverage</b></p>	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK, 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.</li> <li>• Describe and understand key aspects of: physical geography and human geography.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, <b>four</b> and six-<b>figure grid references</b>, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain (eg Julius Caesar’s attempted invasion in 55-54BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian’s wall; British resistance, for example, Boudica; ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.)</li> </ul>

		<ul style="list-style-type: none"> <li>Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	
<b>Additional Geography/ History Links</b>	<p><b>Geography</b> Where is Greece and what human and physical features supported the growth of this society.</p>	<p><b>History</b> Look at how water has been used throughout history to support the growth of society – transport/ farming. There is a link with the Nile in Ancient Egypt year 3 – past learning. A link to future learning with Roman viaducts</p>	<p><b>Geography</b> Where is Rome and what human and physical features supported the growth of this society. Look at the Roman Empire – how did their position in the world support this spread?</p>
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography and human geography.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>No specific NC link more general link to historical enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography and human geography.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
<b>Secondary Driver</b>	<p><b>Art</b></p> <p>Detailed line drawing Sculpture – clay pots</p>	<p><b>Art</b></p> <p>Painting and Oil Pastels <i>Monet 1840-1926</i></p>	<p><b>Design and Technology</b></p> <p>Catapults Viaducts</p>

<p><b>NC Coverage</b></p>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</li> <li>• About great artists, architects and designers in history.</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</li> <li>• About great artists, architects and designers in history.</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Design</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through <b>discussion, annotated sketches, cross-sectional</b> and exploded diagrams, <b>prototypes</b>, pattern pieces and computer aided design.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> <li>• 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.</li> </ul> <p>Evaluate</p>
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			<ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped to shape the world.</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products (for example gears, pulleys, cams, lever and linkages).</li> </ul>
<b>Additional Art / Design and Technology links</b>	<p><b>Design and Technology</b></p> <p>Design and make a labyrinth.</p>		
<b>NC Coverage</b>	<p>Design</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</li> </ul>		

	<p>purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li></ul> <p>Make</p> <ul style="list-style-type: none"><li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li><li>• 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.</li></ul> <p>Evaluate</p> <ul style="list-style-type: none"><li>• Investigate and analyse a range of existing products.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul>		
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	<ul style="list-style-type: none"><li>• Understand how key events and individuals in design and technology have helped to shape the world.</li></ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"><li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li><li>• Understand and use mechanical systems in their products (for example gears, pulleys, cams, lever and linkages).</li></ul>		
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# Curriculum Coverage

Year 5	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	<b>Who are Our Local War Heroes?</b>	<b>Which are More Dangerous - Earthquakes or Volcanoes?</b>	<b>Would You Rather be a Raider or a Trader?</b>
<b>Key Driver</b>	<b>History</b> Local History: Following the life of a local soldier	<b>Geography</b> Volcanoes and Earthquakes Start with knowledge 'position and significance' latitude/longitude etc. Compare and contrast. Look at historical eg Pompei and modern day impact – link to modern impact in UK-fracking	<b>History</b> Britain's settlement by Anglo Saxons and Scots Viking and Anglo Saxon struggle
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>A local history study (eg a depth study linked to one of the British areas of study listed in NC; a study over time tracing how several aspects of national history</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots (eg Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire; Scots invasion from</li> </ul>

	<p>are reflected in the locality; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality).</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in an EU country, and a region within North and South America.</li> <li>• Describe and understand key aspects of: physical geography and human geography.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>Ireland to North Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne).</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor (eg Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066)</p>
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		<ul style="list-style-type: none"> <li>Use the eight points of a compass, four and <b>six-figure grid references</b>, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</li> </ul>	
<b>Additional Geography/ History Links</b>	<p><b>Geography</b> Track the journey of the soldier throughout his time at war.</p>	<p><b>History</b> Look at eruptions over time – how have they changed the landscape and has this been a permanent change?</p>	<p><b>Geography</b> Look at the different places Anglo Saxons and the Viking travelled/invaded.</p>
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>No specific NC link</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
<b>Secondary Driver</b>	<p><b>Art</b>  Drawing/painting – landscapes (water colours)</p>	<p><b>Design and Technology</b>  Volcano building <b>'Escape the volcano' buggy</b></p>	<p><b>Art</b>  Fine line drawing – Celtic art Textile/stitching</p>

	<p><i>Compare Vincent Van Gogh 1853-1890 to Milford Zornes 1908-2008</i></p>		
<p><b>NC Coverage</b></p>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</li> <li>• About great artists, architects and designers in history.</li> <li>• Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</li> <li>• About great artists, architects and designers in history.</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>

		<p>properties and aesthetic qualities.</p> <p>Evaluate</p> <ul style="list-style-type: none"><li>• Investigate and analyse a range of existing products.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>• Understand how key events and individuals in design and technology have helped to shape the world.</li></ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"><li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li><li>• Understand and use mechanical systems in their products (for example gears, pulleys, cams, lever and linkages).</li></ul> <p>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p>	
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<b>Additional Art / Design and Technology links</b>			<b>Design and Technology</b>  Anglo Saxon purses
<b>NC Coverage</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	Design <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> </ul> Make <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</li> </ul>

			<p>according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <ul style="list-style-type: none"><li>• Investigate and analyse a range of existing products.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>• Understand how key events and individuals in design and technology have helped to shape the world.</li></ul> <p>Technical Knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
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# Curriculum Coverage

Year 6	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	<b>Why was the Early Islamic Civilisation Known as the Golden Age?</b>	<b>How can We Save Our Planet?</b>	<b>What did we do Before Youtube?</b>
<b>Key Driver</b>	<b>History</b> Non-EU society contrast with British history: early Islamic civilisation	<b>Geography</b> Climate Change: Distribution of natural resources – energy, food, minerals, water	<b>History</b> A study of an aspect of British history – specific people/ human rights/ <b>impact on leisure and entertainment – modern culture/monarchy impact on Britain?</b>
<b>NC coverage</b>	<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history (one of the following: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900;</li> </ul>	<ul style="list-style-type: none"> <li>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in an EU country, and a region within North and South America.</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 (eg the <b>changing power of monarchs</b> using case studies such as John, Anne and</li> </ul>

	<p>Benin (West Africa) c. AD 900-1300)</p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: physical geography and <b>human geography</b> (greater emphasis).</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four and <b>six-figure grid references</b>, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</li> </ul> <p>Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Victoria; changes in an aspect of social history, such as crime and punishment from Anglo-Saxons to the present or <b>leisure and entertainment in the 20<sup>th</sup> century</b>; The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including present day; a significant turning point in British history, eg the first railways or the Battle of Britain).</p>
<p><b>Additional Geography/ History Links</b></p>	<p><b>Geography</b>  Compare ancient and modern maps. Explore how Baghdad was the centre of a trade network that extended from China to Ireland, and from Scandinavia to sub-Saharan Africa. Illustrate maps with trade routes, transportation methods and good traded. Discover that 'silk road'</p>		<p><b>Geography</b>  Look at the impact and change to cities over these time periods with different influences.</p>

	and 'spice routes' were important ancient highways for trade. Examine a range of sources for reliability. Discover how trade routes linked geographically distant locations and understand that natural resources are location dependent.		
<b>NC coverage</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography and human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography and <b>human geography</b> (greater emphasis).</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
<b>Secondary Driver</b>	<b>Art</b>  Printing – repeated patterns Islamic geometric art Pencil drawings Ink printing	<b>Art</b>  Sculpture – 3D sculpture using recycled material Collage	<b>Design and Technology</b>  Design own entertainment game
<b>NC coverage</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting</li> </ul>	Design <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</li> </ul>

	<p>and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</p> <ul style="list-style-type: none"> <li>• About great artists, architects and designers in history.</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>and sculpture with a range of materials (eg pencil, charcoal, paint and clay).</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> <li>• 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.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>
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<p><b>Additional Art / Design and Technology links</b></p>	<p>No fit links</p>		