



<p><b>What was the wonder of Ancient Egypt?</b></p> 	<p><b>History</b> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>			<p><b>Geography</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			<p><b>Art</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>			<p><b>Design</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  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.  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>		
<p><b>What are the Polar Regions and what would it be like to be there?</b></p> 	<p><b>History</b> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>			<p>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).  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>			<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</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.  select from a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing, accurately.</p>		
<p><b>Who first lived in Britain?</b></p> 	<p><b>Changes in Britain from the Stone Age to the Iron Age</b>  late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>						<p>to create sketch books to record their observations and use them to review and revisit ideas.  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>			<p>generate, develop, model and communicate their ideas through discussion, annotated sketches.  select from a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing, accurately.  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		
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