



<p><i>Where would you choose to build a city?</i></p> 	<p><u>History</u></p>			<p><u>Geography</u> name and locate counties and cities of the United Kingdom, 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.</p> <p>describe and understand key aspects of the: water cycle.</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			<p><u>Art</u> 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><u>Design</u> 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.</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>select from a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p>														
<p><i>Where is Mexico and who were the Mayans?</i></p> 	<p>a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>			<p>locate the world's countries, using a map to focus on Europe and North and South America.</p>			<p>to create sketch books to record their observations and use them to review and revisit ideas.</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>generate, develop, model and communicate their ideas through discussion and annotated sketches</p> <p>select from a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials.</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>														
<p><i>What did the Romans do for us?</i></p> 	<p>The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC.</p> <p>the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British resistance, for example, Boudica.</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>			<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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.</p> <p>select from a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>select from and use a wide range of materials and components.</p> <p>investigate and analyse a range of existing products.</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>														
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