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| <p>What would it have been like to have lived through WW2?</p>                 | <p><b>History</b><br/>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>- a significant turning point in British history.</p>  | <p><b>Geography</b><br/>-use maps, atlases and globes to locate countries.</p>  | <p><b>Art</b><br/>-to create sketch books to record their observations and use them to review and revisit ideas<br/>-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].<br/>-about great artists, architects and designers in history (Lowry).</p> | <p><b>Design</b><br/>-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.<br/>-generate, develop, model and communicate their ideas through discussion and annotated sketches.<br/>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients.<br/>-investigate and analyse a range of existing products.<br/>-understand and apply the principles of a healthy and varied diet.<br/>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.<br/>-understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |
| <p>Where is Brazil and why are the rainforests important to us all?</p>        |  | <p>-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.<br/>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.<br/>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br/>-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].<br/>-about great artists, architects and designers in history (Rousseau).</p>   | <p>-select from and use a wider range of tools and equipment to perform practical tasks.<br/>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.<br/>-understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>   |
| <p>How could the Anglo Saxons have repelled the invasion of the Vikings?</p>  | <p><b>Britain's settlement by Anglo-Saxons and Scots</b><br/>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.<br/>-Scots invasions from Ireland to north Britain (now Scotland).<br/>-Anglo-Saxon invasions, settlements and Kingdoms: place names and village life.<br/>-Anglo-Saxon art and culture.<br/>-Christian conversion - Canterbury, Iona and Lindisfarne.</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b><br/>-Viking raids and invasion.<br/>-resistance by Alfred the Great and Athelstan, first king of England.<br/>-further Viking invasions and Danegeld.<br/>-Anglo-Saxon laws and justice.<br/>-Edward the Confessor and his death in 1066.</p> |   | <p>-to create sketch books to record their observations and use them to review and revisit ideas<br/>-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.<br/>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures..<br/>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>   |
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