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| Logo  Description automatically generated Year Five Topic Overview- **Summer One: Resident Artist Art Week** |
|   | **Geography** | **History** | **Art** | **D&T** |
| Autumn 1**BHM: Africa Past & Present** | Locational knowledge:  - *Locate the world’s countries, using maps to focus on Europe and North and South America.* | A non-European society that provides contrasts with British history: *Benin (West Africa) c. AD 900-1300.* | to use sketch books- weekly sketch  | Evaluate: evaluate own ideas  |
| Autumn 2 **BHM: Africa Past & Present** | Locational knowledge:*- Further concentration on the above environmental regions, key physical and human characteristics, countries, and major cities.**- A focus on the continent of Africa.* | A non-European society that provides contrasts with British history: *Benin (West Africa) c. AD 900-1300.* | to use sketch books- weekly sketch To improve mastery of art and design techniques; To learn about great artists in history- Artist focus: Edward Said Tingatinga - Artist focus: Esther Mahlangu | Evaluate: evaluate own ideas  |
| Spring 1 **The Shang Dynasty of China****Chinese New Year (whole school)** | Locational knowledge: *-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere* | The achievements of the earliest civilizations:*-The Shang Dynasty of China: An In-depth study* | to use sketch books- weekly sketch  | Make: select from and use a wider range of tools and equipment to perform practical tasks accurately- Whole school Chinese New Year art project |
| Spring 2 **The Shang Dynasty of China’** | Human and physical geography:*-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes* | The achievements of the earliest civilizations:*-The Shang Dynasty of China: An In-depth study*  | to use sketch books- weekly sketch  | Design: use research and develop design; Make: use a wide range of tools; Evaluate: evaluate own ideas - create Shang God/ancestorTechnical Knowledge: apply understanding of how to strengthen, striffen and reinforce more complex structures- create a miniature Shang tomb |
| Summer 1 **Local history - Churches** | Geographical skills and fieldwork:*-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.* | A local history study: *-A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**The changing power of monarchs using case studies such as John, Anne and Victoria* | to use sketch books- weekly sketch **Resident Artist Art Week** | Evaluate: evaluate own ideas  |
| Summer 2**Local history - Churches** | Locational knowledge:*Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.* | A local history study: *-A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**The changing power of monarchs using case studies such as John, Anne and Victoria* | to use sketch books- weekly sketch  | Design: 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 - designing their own stained glass windows Make:  select from and use a wider range of tools; use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities- explore different materials. What would work best to create their stained glass windows. Evaluate; Technical Knowledge |