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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/ancestor  Technical 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 |