

Topic Termly Overviews

Year: 5

Topic: Wonders of the Tropics

Term: Spring



Subjects	Objectives/Learning intentions
Art Mayan Masks	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas in a sketchbook with annotation included. Comment on artworks using visual language. <ul style="list-style-type: none"> -colour -line -tone -pattern -texture -shape -form -space <p>To master techniques- Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Create texture and pattern that conveys feelings, expression or movement. Combine visual and tactile qualities
Art Rainforest Pictures Henri Rousseau	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas in a sketchbook with annotation included. Comment on artworks using visual language. <ul style="list-style-type: none"> -colour -line -tone -pattern -texture -shape -form -space <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different pencils effectively and sketch where appropriate. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles.

Geography South America	<p>To Investigate places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location. • Name and locate South America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities. <p>To investigate patterns</p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries through studying the human and physical geography of a region of the United Kingdom and a region within South America. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night). <p>To communicate geographically</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts. - human geography, including: settlements, land use, and the distribution of natural resources including food, minerals, and water supplies. • Use different maps (e.g population density, land use) symbols and keys to communicate knowledge of the United Kingdom and the wider world.
History The Mayan	<p>To understand chronology</p> <ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Study different aspects of different people – differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late times studied • Compare an aspect of life with the same aspect of life in another period <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet with increasing confidence <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> – Dates – time period – era – chronology – continuity – change – century – decade – legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Begin to use original ways to present information and ideas.