

Topic Termly Overviews

Year: 5

Topic: Take Action

Term: Summer



| Subjects | Objectives/Learning intentions |
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| Art Hokusai The Great Wave | <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>Painting</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine light and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <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. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. |
| DT Viking clothes | <p>To design, make, evaluate and improve</p> <p>Other areas</p> <ul style="list-style-type: none"> I can generate ideas by collecting and using information from a range of existing products. I can communicate alternative ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and prototypes, showing that I am aware of constraints. I can reflect on my designs as they develop, drawing on previous experience. <p>Textiles</p> <ul style="list-style-type: none"> I can mark out using my own patterns and templates and cut these out accurately. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. I understand how key events and individuals in history (in design and technology) have helped shape the world. |
| Geography Are we damaging our world? | <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. Use maps, atlases, globes and digital/computer mapping to name and locate some counties and cities of the United Kingdom, and their identifying human and physical |

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| | <p>characteristics and key topographical features including hills, mountains, coasts and rivers.</p> <ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location <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 the eight points of a compass and four-figure grid references to communicate knowledge of the United Kingdom and the world. 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 Vikings | <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 Make comparisons between different times in the past <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Compare accounts of events from different sources – fact or fiction <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. |