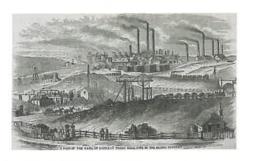
St Michael's CE (A) Primary School

Topic Termly Overviews

Year: 6

Topic: Bostin Black Country

Term: Autumn





Subjects	Objectives/Learning intentions
Art	To develop ideas
Painting our	 Develop and imaginatively extend ideas from starting points in the curriculum – keep notes.
area	Collect information, sketches and resources and present ideas imaginatively in a sketchbool
(landscape) –	with annotation included.
Lowry	Comment on artworks with a fluent grasp of visual language.
style/Before	To master techniques
and after the	Drawing
Industrial	Use different pencils/pens effectively and sketch where appropriate.
Revolution	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction o
	 sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection.
	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
	Painting
	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.
	Develop a personal style of painting, drawing upon ideas from other artists.
	To take inspiration from the greats (classic and modern)
	Give details (including own sketches) about the style of some notable artists, architects 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	To design, make, evaluate and improve
Bridge building	
	I can use prototypes, pattern pieces, cross-sectional diagrams and computer aided designs to the second design
	represent designs.
	I can reflect on my designs as they develop, drawing on previous experience and consider the control of th
	views of others to improve my work.
	To master practical skills
	I can use a range of tools accurately and safely to drill, screw, glue, cut and nail.
	I can measure using mm to cut, score and fold with precision.
	I can use techniques for reinforcing and strengthening structures.
	I can make joins that are flexible to allow dismantling or folding.
	To take inspiration from design throughout history
	• I can combine elements of design from a range of inspirational designers throughout history
	giving reasons for choices.
	 I understand developments in design and technology and the responsibilities of designers,
	including environmental responsibilities.
Geography	To Investigate places
Land use	Ask and answer geographical questions giving detailed descriptions and opinions of the
during	characteristic features of a location.
Industrial	
Revolution	

Use maps, atlases, globes and digital/computer mapping to name and locate some counties and cities of the UK, geographical regions and their land-use patterns; also understand how some of these aspects have changed over time. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological map). Use different types of fieldwork sampling (random and systematic) to observe, measure, record and present the human and physical features in the local area. Record the results in a range of ways. To communicate geographically Describe and understand key aspects of: human geography, including: economic activity including trade links and the distribution of natural resources including energy, food, minerals, and water supplies. Use the four and six figure grid references to communicate knowledge of the United Kingdom and the world. Use ordnance survey maps, symbols and keys to communicate knowledge of the United Kingdom and the wider world. To understand chronology History The Industrial Place current study on timeline in relation to other studies Revolution Use dates and terms accurately in describing events Sequence up to 10 events on a timeline To build an overview of world history Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Know key dates, characters and events of time studied To investigate and interpret the past Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research To communicate historically Use appropriate historical vocabulary to communicate, including: o Dates o time period o era o chronology o continuity o change o century o decade o legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. Select and organise information to produce structured work, making use of appropriate dates and terms. Cultural Trip to Black Country Museum in late September/early October, if possible Capital Class reading book: Street Child by Berlie Doherty **English Links** Possible extended writing tasks: Diary writing - child's experience; Museum trip recount