



Subjects	Objectives/Learning intentions
<b>Art</b> Painting our area (landscape) – Lowry style/Before and after the Industrial Revolution	<p><b>To develop ideas</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points in the curriculum – keep notes.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>To master techniques</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use different pencils/pens effectively and sketch where appropriate.</li> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine light and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>To take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, architects and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>
<b>DT</b> Bridge building	<p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>I can generate ideas by collecting and using information from a range of existing products.</li> <li>I can use prototypes, pattern pieces, cross-sectional diagrams and computer aided designs to represent designs.</li> <li>I can reflect on my designs as they develop, drawing on previous experience and consider the views of others to improve my work.</li> </ul> <p><b>To master practical skills</b></p> <ul style="list-style-type: none"> <li>I can use a range of tools accurately and safely to drill, screw, glue, cut and nail.</li> <li>I can measure using mm to cut, score and fold with precision.</li> <li>I can use techniques for reinforcing and strengthening structures.</li> <li>I can make joins that are flexible to allow dismantling or folding.</li> </ul> <p><b>To take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>I understand developments in design and technology and the responsibilities of designers, including environmental responsibilities.</li> </ul>
<b>Geography</b> Land use during Industrial Revolution	<p><b>To Investigate places</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions giving detailed descriptions and opinions of the characteristic features of a location.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological map).</li> <li>• 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.</li> </ul> <p><b>To communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• human geography, including: economic activity including trade links and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the four and six figure grid references to communicate knowledge of the United Kingdom and the world.</li> <li>• Use ordnance survey maps, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> </ul>
<b>History</b> The Industrial Revolution	<p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Place current study on timeline in relation to other studies</li> <li>• Use dates and terms accurately in describing events</li> <li>• Sequence up to 10 events on a timeline</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• Know key dates, characters and events of time studied</li> </ul> <p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>○ Dates</li> <li>○ time period</li> <li>○ era</li> <li>○ chronology</li> <li>○ continuity</li> <li>○ change</li> <li>○ century</li> <li>○ decade</li> <li>○ legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> <li>• Select and organise information to produce structured work, making use of appropriate dates and terms.</li> </ul>
<b>Cultural Capital</b>	Trip to Black Country Museum in late September/early October, if possible
<b>English Links</b>	Class reading book: Street Child by Berlie Doherty Possible extended writing tasks: Diary writing – child's experience; Museum trip recount