







# Lower Key Stage Two - Curriculum Mapping Italy

February 2027 - July 2027



 <p>History</p>	 <p>Geography</p>	 <p>Art</p>	 <p>Design &amp; Technology</p>
<p><u><a href="#">Study of the Roman Empire and its impact on Britain (links to UKS2 - What did Roman Britain look like?)</a></u>  <b>To investigate and interpret the past</b>  <i>Use evidence to ask questions and to find answers to questions about the past.</i></p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p><b>To build an overview of world history</b>  Compare some of the times studied with those of other areas of interest around the world (e.g. battles that have taken place)</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>To understand chronology</b>  Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p>	<p><u><a href="#">To name and locate the countries and capital cities of Europe using key features such as the equator to locate Italy. Learn about the formation of volcanoes and how this may affect the land use and settlements.</a></u></p> <p><b>To investigate places</b>  <b>Ask and answer geographical questions about the physical and human characteristics of a location.</b></p> <p>Explain own views about locations, giving reasons.</p> <p><b>Use a range of resources to identify the key physical and human features of a location.</b></p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics</p> <p><b>To investigate patterns</b>  <b>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere. Describe some of the characteristics of these geographical areas.</b></p> <p>Describe geographical similarities and differences between countries.</p> <p><b>To communicate geographically</b></p>	<p><u><a href="#">To improve mastery of art techniques through the recreation of Da Vinci's 'The last supper'</a></u></p> <p><b>To develop ideas</b>  Develop ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <p><b>To master techniques</b>  Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <ul style="list-style-type: none"> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Select and arrange materials for a striking effect.</li> </ul>	<p><u><a href="#">To understand and apply their knowledge of a healthy and varied diet when preparing and cooking a pizza and recognise the development of recipes over time.</a></u></p> <p><b>To master practical skills</b>  Food - Prepare ingredients hygienically using appropriate utensils.</p> <p>Food - Measure ingredients to the nearest gram accurately.</p> <p>Food - Follow a recipe.</p> <p>Food - Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>To communicate</b>  Use appropriate vocabulary and phrases such as: <a href="#">grater</a>, <a href="#">kneading</a>, <a href="#">utensils</a>, <a href="#">pastry</a>, <a href="#">bake</a>, <a href="#">savoury</a>, <a href="#">slice</a>, <a href="#">select</a>, <a href="#">assemble</a></p> <p><a href="#">fry</a>, <a href="#">grill</a>, <a href="#">roast</a>, <a href="#">boil</a>, <a href="#">chill</a> - (discuss these</p>

<p><b>To communicate historically</b>  Use appropriate historical vocabulary to communicate, including: <i>time period, era, change, chronology, empire, ancient, sources of evidence, interpretation, concept, cultural, invention</i></p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains and <u>volcanoes</u>.</li> <li>• human geography, including: settlements and land use.</li> </ul> <p><i>Volcano, mantel, crust, magma, core, sandstone, granite, slate, geology</i></p>	<ul style="list-style-type: none"> <li>• Ensure work is precise.</li> <li>• Use layers of two or more colours.</li> </ul> <p><b>To take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul> <p><b>To communicate artistically</b>  <i>Cross hatching, elaborate, mood, notable, refine, water colour, control, precise, primary, secondary colours, tones</i></p>	<p><i>terms but not necessarily doing these things).</i></p> <p><b>To take inspiration from design through history</b></p> <p>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>Improve upon existing designs, giving reasons for choices.</p> <p>Disassemble products to understand how they work.</p> <p><b>To design, make, evaluate and improve</b>  Refine work and techniques as work progresses, continually evaluating the product design.</p> <p><b>To communicate</b>  Use appropriate vocabulary and phrases such as: <i>dismantle, disassemble, assemble, design process, design brief, refine, quality, scale, components, illustrate</i></p>
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