







Upper Key Stage Two - Curriculum Mapping America



February 2026 - July 2026

 <p>History</p>	 <p>Geography</p>	 <p>Art</p>	 <p>Design & Technology</p>
<p><u>Study of a non-European society that provides contrasts with British History - Mayan Civilisation</u> <u>Study of the space race.</u></p> <p>To investigate and interpret the past <i>Use sources of evidence to deduce information about the past.</i></p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>To build an overview of world history</p> <p>Compare some of the time studied with other areas of interest in the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristics features of the past, including ideas, beliefs,</p>	<p><u>To locate North and South America and their key human and physical characteristics, countries and major cities.</u></p> <p>To investigate places</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Name and locate key countries and capital cities of countries beyond Europe.</p> <p>Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.</p> <p>Identify and describe the geographical significance of latitude, longitude, The Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>To investigate patterns</p>	<p><u>Cartoon drawing (Disney)</u></p> <p><u>Pop Art (Warhol)</u></p> <p><u>South America Collage (Beatriz Milhazes)</u></p> <p><u>Rousseau Rainforest collage</u></p> <p><u>Cartoon animation</u></p> <p>To develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p>To master techniques Drawing:</p>	<p><u>Make jitterbugs using circuits</u></p> <p><u>Make different puppets (Disney theme link)</u></p> <p><u>To recreate/design their own landmark (eg Empire State Building)</u></p> <p>To master practical skills</p> <p>Materials:</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Textiles:</p> <p>Create objects (such as a cushion) that employ a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the</p>

<p>attitudes and experiences of men, women and children.</p> <p>To understand chronology</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time representing them along with evidence on a timeline.</p> <p>Use dates and terms accurately when describing events.</p> <p>To communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including <i>time period, era, chronology, continuity, century, decade and legacy, culture, characteristic, features, diverse</i>.</p>	<p>Describe how locations around the world are changing and explain some of the reasons for change. Describe the geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>To communicate geographically</p> <p>Describe and understand the aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, and earthquakes. - human geography including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><i>Deforestation, political map, physical map, tourism,immigrant, migration, indigenous,</i></p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Painting:</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Collage:</p> <p>Mix textures (rough and smooth, plain and patterned).</p> <p>Textiles:</p> <p>Show precision in techniques</p> <p>Combine previously learned techniques to create pieces</p> <p>Digital media:</p>	<p>decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>Electrics and electronics:</p> <p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)</p> <p>Construction:</p> <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>To take inspiration from design through history</p> <p>Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p><i>Vibrant, engaging, dry media, complementing, contrasting, tack,</i></p>
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