







# Upper Key Stage Two - Curriculum Mapping Greece

August 2026 - February 2027



 <p>History</p>	 <p>Geography</p>	 <p>Art</p>	 <p>Design &amp; Technology</p>
<p><a href="#"><u>Study of Ancient Greece - Greek life and achievements and their influence on the western world</u></a> <b>To investigate and interpret the past</b></p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</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><b>To build an overview of world history</b></p> <p>Compare some of the time studied with other areas of interest in the world.</p> <p>Describe the social, ethnic, cultural or</p>	<p><a href="#"><u>To learn about Greece (a European country) and its physical and human geography.</u></a> <b>To investigate places</b></p> <p>Identify and describe how the <b>physical features affect the human activity</b> within a location.</p> <p>Analyse and give views on the <b>effectiveness of the different geographical representations of a location</b> (such as aerial images compared with maps and topological maps - as in London's tube map).</p> <p><b>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics</b> including: <b>hills, mountains, key topographical features and land-use patterns</b>, and understand how some of these aspects have changed over time.</p> <p>Identify and describe the geographical significance of <b>latitude, longitude, The Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and time zones</b></p>	<p><a href="#"><u>Watercolour perspective of a Greek scene</u></a> <a href="#"><u>Greek mosaics</u></a> <a href="#"><u>Silhouette relief printing</u></a> <a href="#"><u>Clay sculpture of ancient Greek God/Goddess</u></a> <b>To develop ideas</b></p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Use the qualities of materials to enhance Ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language</p> <p><b>To master techniques</b></p> <p><b>Drawing:</b> 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</p>	<p><a href="#"><u>Bake a Greek style pie</u></a> <b>Food:</b></p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms).</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p><b>Bacteria, bond</b></p> <p><a href="#"><u>Design and make a moving horse of Troy using rotary motion and cams</u></a></p> <p><b>To master practical skills</b></p> <p><b>Mechanics:</b></p> <p>Convert rotary motion to linear using cams.</p>



<p>religious diversity of past society.</p> <p>Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>To understand chronology</b></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>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><b>To communicate historically</b></p> <p>Use appropriate historical vocabulary to communicate, including <b>period, era, chronology, continuity, change, century, decade, legacy, reliable, hypothesis, analyse, primary source, secondary source, culture</b></p>	<p>(including day and night).</p> <p><b>To investigate patterns</b></p> <p>Describe the geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p><b>To communicate geographically</b></p> <p>Describe and understand the aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: <b>climate zones, biomes</b> and vegetation belts.</li> <li>- human geography including: <b>settlements, land use, economic activity</b> including <b>trade links</b> and the distribution of natural resources including energy, <b>food</b>, minerals and water supplies.</li> </ul> <p>Create maps of locations identifying patterns (such as: <b>land use, climate zones, population densities, height of land</b>)</p> <p><b>trade links, transportation, economy, export, import, minerals, water supplies, earthquake</b></p>	<p>movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><b>Painting:</b> Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p><b>Collage:</b> Mix textures (rough and smooth, plain and patterned).</p> <p><b>Sculpture:</b> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p><b>Print:</b> Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p><b>Digital media:</b></p> <p>Enhance digital media by editing (including sound, video, animation, still images and installations)</p>	<p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p><b>To design, make, evaluate and improve</b></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><b>To take inspiration from design through history</b></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><b>Abrasive, annotated, adhesive, bond, properties, specification, engineering,</b></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		kiln, perspective, proportions, precision, mosaic, ceramic, realistic, stability, tactile, depict. fresco	
--	--	-----------------------------------------------------------------------------------------------------------------	--