







# Upper Key Stage Two - Curriculum Mapping Scandinavia

February 2027 - July 2027



 <p>History</p>	<p>Geography</p> 	<p>Art</p> 	<p>Design &amp; Technology</p> 
<p><u>Study of Britain's settlement by Anglo-Saxons and Scots</u>  <u>Study of The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>  <b>To investigate and interpret the past</b>            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><b>To build an overview of world history</b></p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</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><u>To study the human and physical geography and location of the countries that constitute Scandinavia.</u>  <b>To investigate places</b>            Name and locate some of the countries and capital cities of Scandinavia and the Northern Hemisphere and their identifying human and physical characteristics including: hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</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><b>To investigate patterns</b></p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p><u>Design and make a useful and attractive item from fabric</u>  <u>Scandi art</u>  <u>Rosemaling</u></p> <p><b>To develop ideas:</b>            Develop and imaginatively extend ideas from starting points throughout the curriculum.            Comment on artworks with a fluent grasp of visual language.</p> <p><b>To master techniques:</b>            Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).  <b>Painting:</b>            Sketch (lightly) before painting to combine line and colour.            Create a colour palette based upon colours observed in the natural world or built world.</p> <p>Use the qualities of watercolours and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to</p>	<p><u>Design and make a useful item from fabric using seams</u>  <u>Make a moving Viking ship using linear motion and cams</u>  <u>Design and make a mini vacuum cleaner (STEM)</u></p> <p><b>To master techniques:</b></p> <p><b>Materials:</b></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>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p><b>Textiles:</b></p> <p>Create objects (such as a cushion)</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, carbon data, justify, characteristic, propaganda, objectivity, subjectivity.</b></p>	<p>Describe the geographical diversity across the world.</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: climate zones, biomes and vegetation belts.</li> <li>- human geography including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li> </ul> <p>Use four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>Latitude, longitude, Tropic of Cancer, Tropic of Capricorn, tundra, vegetation belt, climate zone, temperate, contour lines, contours, Arctic, Antarctic, renewable,</b></p>	<p>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.</p> <p><b>Textiles:</b> Show precision in techniques. Combine previously learned techniques to create pieces.</p> <p><b>To take inspiration from the greats (classic and modern)</b> Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p><b>accurate, acrylic, combine, enhance, fluent, original, qualities, reflection, stitching, tints, tone, symbolism, symmetry</b></p>	<p>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 decoration of textiles (such as a soft decoration for comfort on a cushion).</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>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p><b>Construction:</b></p> <p>Develop a range of practical skills to</p>
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