

## Regis Manor Curriculum Skills Overview

Please find below the skills overview of our curriculum. Please note that we teach our curriculum in a cycle of two years. Cycle one will be taught in 2017/18 then 2019/20. Cycle two will be taught in 2018/19 and then 2020/21. This cycle will then continue to repeat - this will prevent any children missing any of the core skills.

### Regis Manor Primary School Overview: Years 1 and 2 (Cycle 1)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic	Fairy tales	Superheroes	The great fire of London	Dinosaurs	Amazing animals	Under the Sea
History	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		Significant historical events in their own Locality  The lives of significant individuals in the past who have contributed to national/ international achievement.  Comparisons between			
Geography	name and locate the world's seven continents and five oceans	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Understand geographical similarities and differences through the study of human and physical geography of: A small area of a contrasting non-	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Weather: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles

			European country (St Lucia/India/ Australia)			
Art	Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	to use a range of materials creatively to design and make products	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			
Design and Technology / Food & Nutrition	build structures, exploring how they can be made stronger, stiffer and more stable	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Use the basic principles of a healthy and varied diet to prepare dishes. (Where does the food come from?)	select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	evaluate their ideas and products against design criteria	

## Regis Manor Primary School Overview - Years 3 and 4 (Cycle 1)

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Creative Topic</u>	Magic!	Around the World in 80 days	Iceburg!	One Small Step for Man...	The name's Bond...	Crime & Punishment
<u>Subject Focus</u>	Art/DT	Geography	History/Geography	Art/DT/History	History/Geography	History
<u>History</u>			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
<u>Geography</u>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>□ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>			<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>□ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>□ identify the position and significance of latitude, longitude, Equator, Northern</li> </ul>	

		<p>□ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p>□ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b></p> <p>□ describe and understand key aspects of:</p> <p>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>□ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p>□ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b></p> <p>□ describe and understand key aspects of:</p> <p>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>□ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<b>Art</b>	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness			Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of		

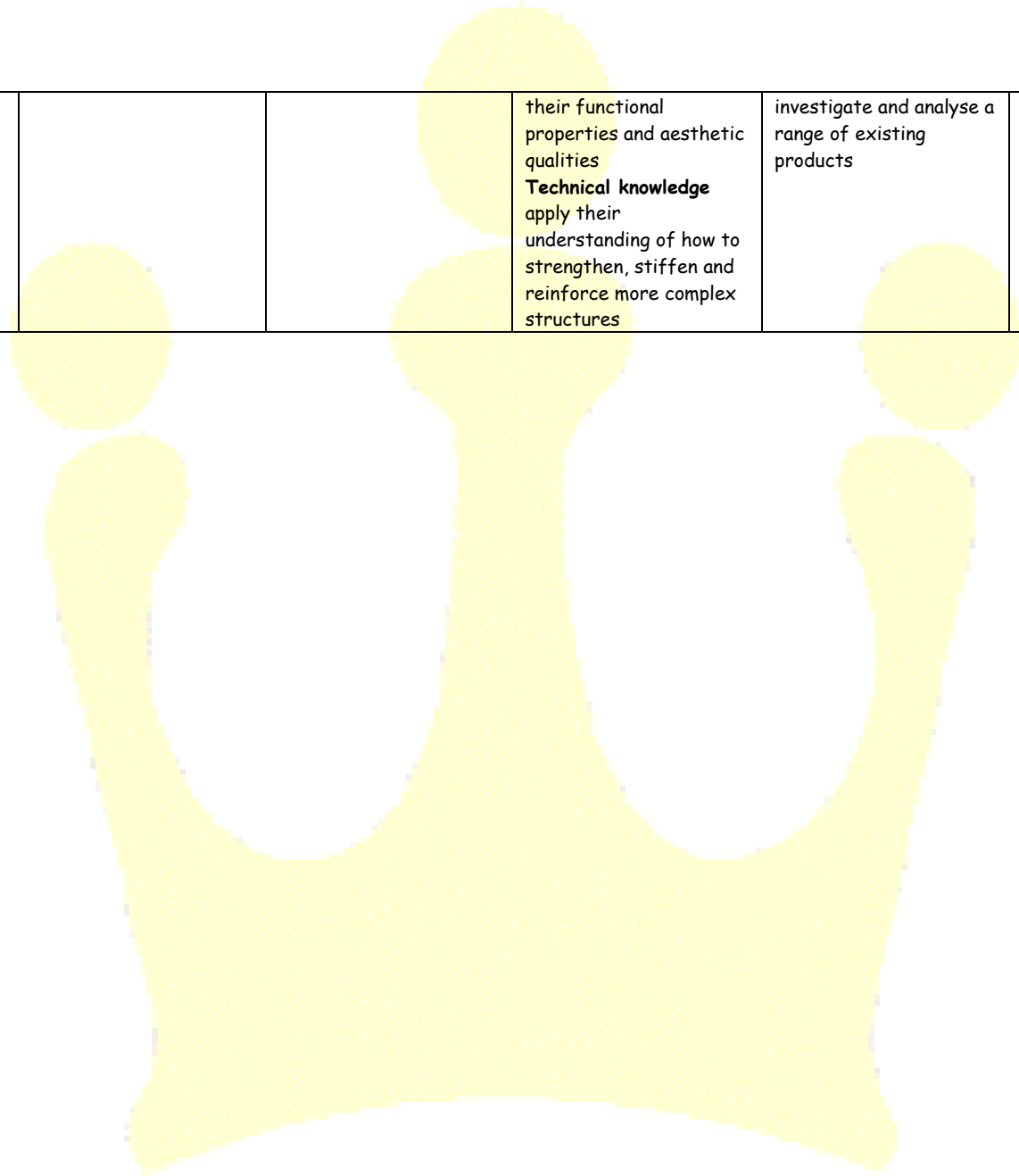
	<p>of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history.</li> </ul>			<p>different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history.</li> </ul>		
<p><b><u>Design and Technology/</u></b> <b><u>Food &amp; Nutrition</u></b></p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>□ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>□ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p>			<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>□ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>□ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>□ select from and use a wider range of tools and equipment to perform</li> </ul>		

	<p>□ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>□ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <p>□ investigate and analyse a range of existing products</p> <p>□ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>□ understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <p>□ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>□ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>□ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>□ apply their understanding of computing to program, monitor and control their products.</p>			<p>practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>□ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <p>□ investigate and analyse a range of existing products</p> <p>□ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>□ understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <p>□ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>□ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>□ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>□ apply their understanding of computing to program, monitor and control their products.</p>		
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## Regis Manor Primary School Overview: Years 5 & 6 (Cycle 1)

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<b><u>Creative Topic</u></b>	World War 1	World War 2	Natural Disasters	Mayans	Chocolate	Slavery
<b><u>History</u></b>	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a study of WW1	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a study of WW2		a non-European society that provides contrasts with British history - Mayan civilization c. AD 900		
<b><u>Geography</u></b>	<b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<b>Human and physical geography</b> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	<b>Geographical skills and fieldwork</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		<b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
<b><u>Art</u></b>	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	About great artists, architects and designers in history.	to create sketch books to record their observations and use them to review and revisit ideas	to create sketch books to record their observations and use them to review and revisit ideas	About great artists, architects and designers in history.
<b><u>Design and Technology/ Food &amp; Nutrition</u></b>	<b>Design</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded	<b>Evaluate</b> understand how key events and individuals in design and technology have helped shape the world	<b>Food/ Nutrition</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>Make</b> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to	<b>Food/ Nutrition</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <b>Evaluate</b>	<b>Food/ Nutrition</b> understand and apply the principles of a healthy and varied diet

	diagrams, prototypes, pattern pieces and computer-aided design			their functional properties and aesthetic qualities <b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures	investigate and analyse a range of existing products	
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**Regis Manor Primary School Overview: Year 1 & 2 (Cycle 2)**

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Creative Topic</b>	<b>Witches and wizards</b>	<b>Celebrations</b>	<b>Space</b>	<b>Victorians</b>	<b>In the garden</b>	<b>Pirates</b>
History		significant historical events, people and places in their own locality		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
Geography		Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	key human features on a map, including: city, town, village, factory, farm, house, office, port, harbour and shop	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	
Art	Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work				to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
Design and Technology / Food & Nutrition	Use the basic principles of a healthy and varied diet to prepare dishes. (Where does the food come from?)	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	explore and evaluate a range of existing products	design purposeful, functional, appealing products for themselves and other users based on design criteria		Explore and use mechanisms (eg levers, sliders, wheels and axels) in their products

## Regis Manor Primary School Overview: Years 3 and 4 (Cycle 2)

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Creative Topic</u>	Great Britons	Home is Where the Heart Is	1066!	Lightbulb Moments!	Blue Abyss	WARRIOR!
<u>Subject Focus</u>	Art/DT	Geography (British Isles)	History/Geography (Battle of Hastings)	Art/DT	History/Geography (Oceans and Continents)	History (Romans)
<u>History</u>			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
<u>Geography</u>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>□ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how</li> </ul>			<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>□ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	

		<p>some of these aspects have changed over time</p> <p>□ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p>□ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b></p> <p>□ describe and understand key aspects of:</p> <p>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>□ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			<p>□ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p>□ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b></p> <p>□ describe and understand key aspects of:</p> <p>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>□ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<u>Art</u>	Pupils should be taught to develop their techniques, including their control and their use of materials, with			Pupils should be taught to develop their techniques, including their control and their use of materials, with		

	<p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history.</li> </ul>			<p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history.</li> </ul>		
<p><b><u>Design and Technology/ Food &amp; Nutrition</u></b></p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>□ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>□ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>			<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>□ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>□ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>		

	<p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li><input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</li> </ul>			<p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li><input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</li> </ul>		
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## Regis Manor Primary School Overview: Years 5 & 6 (Cycle 2)

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<b><u>Creative Topic</u></b>	Ancient Greeks	The rainforest	Mythical creatures	Mythical creatures	Space	Enterprise project
<b><u>History</u></b>	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a study of WW1	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a study of WW2				
<b><u>Geography</u></b>	<b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<b>Human and physical geography</b> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	<b>Geographical skills and fieldwork</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		<b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
<b><u>Art</u></b>	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	to create sketch books to record their observations and use them to review and revisit ideas	to create sketch books to record their observations and use them to review and revisit ideas	
<b><u>Design and Technology/ Food &amp; Nutrition</u></b>	<b>Design</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded	<b>Evaluate</b> understand how key events and individuals in design and technology have helped shape the world		<b>Make</b> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to	<b>Food/ Nutrition</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <b>Evaluate</b>	<b>Food/ Nutrition</b> understand and apply the principles of a healthy and varied diet

	diagrams, prototypes, pattern pieces and computer-aided design			their functional properties and aesthetic qualities <b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures	investigate and analyse a range of existing products	
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