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| Time travel knowledge organiser – UKS2 Advent term cycle 1 | | | | | | | | | |
| **History** | | | | **Geography** | | | | | |
| **Key objectives:**  Continue to develop a chronologically secure knowledge and understanding of British and world history | | History Icon 2428241 | | **Key objectives:**  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), | | | | | Geography Icon 2035627 |
| * Makes links and create a timeline of British History * The Roman timeline * The Neolithic period * Anglo-Saxons and Scots * The Vikings * The Tudors * Civil war and revolution * Industrial revolution * The Victorians | | | | Map of Great Britain | | * Arthur’s Seat * Giant’s Causeway * Mount Snowdon * Jurassic Coast * Stonehenge (2500 BC) (Neolithic) * Hadrian’s Wall (122 AD) (Romans – Linking to Anglo-Saxons and Scots) * Lindisfarne (634 AD) (Vikings and Anglo-Saxons) * Richard III burial site (died 1485) (Middle Ages) * Globe Theatre (1599) (Tudors) * Chatsworth House (1687) (Civil War and Revolution) * Cromford Mill (1771) / Iron Bridge (1779) (Industrial revolution) * Big Ben (28 September 1843) (Victorians) * The Cenotaph (1920) (World Wars - remembrance Day)   **We will use maps, atlases and Google Earth to locate these landmarks and discuss the geographical features of the area.** | | | |
| **Art** | | | | **Design technology** | | | | | |
| **What : Explore different representations of Stone Henge in art and produce a piece of art work representing Stone Henge.**  **Why: To understand the significance of Stone Henge in art and improve mastery of art and design techniques.**  **How:**   * Examine different art representations of Stone Henge (Look at some famous pictures!) * Note similarities and differences and justify preferences (why do you like this?) * Create a design like on Stephen Morris(what other artists have created similar designs?) * Use painting and brush techniques to complete painting (what do you know about painting?) * Review and evaluate art work (what makes a good evaluation?) | | | Art Icon 91702 | **What : Learn about what makes a bridge strong. Create a bridge of their own.**  **Why: To understand how and why bridges are designed and made.**  **How:**   * Explore bridge designs (what bridge structures are there?) * Make notes and diagrams (what is included in a diagram?) * Plan a bridge design including materials (what materials would be good to use?) * Make a bridge structure to span a gap of 30cm (link this to you maths knowledge!) * Evaluate the bridge (what makes a good evaluation?) | | | | | design Icon 3168495 |
| **Prior learning** | **Links to Derby and the local area** | | | | **Key vocabulary** | | | | |
| Year 3/4 - Extreme Earth (Structure of a volcano)  Year 3/4 - Incredible Journeys (human geography – tourism at the mills)  Year 3/4 - Romans (Hadrian’s Wall)  Year 3/4 - Anglo-Saxons and Vikings (Settlement of Britain by Anglo-Saxons, Lindisfarne Raids by Vikings 793AD)  Y2 – Derby Detectives (Geography and history of Derby)  Richard III burial site (Leicester) | Chatsworth House (Derbyshire)  Cromford Mill (Derbyshire – link to Industrial revolution and Iron Bridge)  Relating all locations to Derby on UK map  Discussing similarities and differences to Derby throughout topic through lesson starters and plenaries. | | | | History  Timeline  Source  Human features  Physical features  Invaders  Settlers | | Design  Plan  Evaluate  Represent  Materials  Structure  diagram | Tecniques  Mastery  Brush stroke  Painting  Notes  Similarity  difference | |