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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 mapDiscussing similarities and differences to Derby throughout topic through lesson starters and plenaries. | HistoryTimelineSourceHuman features Physical featuresInvadersSettlers | DesignPlanEvaluate Represent Materials Structure diagram | Tecniques Mastery Brush stroke Painting Notes Similarity difference |