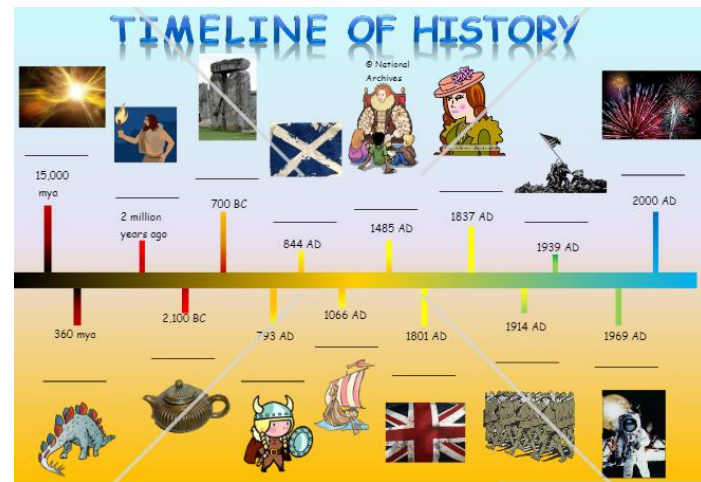


Time travel knowledge organiser - UKS2 Advent term cycle 1

History

Key objectives:

Continue to develop a chronologically secure knowledge and understanding of British and world history



- 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

Geography

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),



Map of Great Britain
See separate KO

- 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

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. **See separate knowledge organiser**

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?)



Design technology

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?)

See separate knowledge organiser



Prior learning

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)

Links to Derby and the local area

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.

Key vocabulary

History	Design	Techniques
Timeline	Plan	
Source	Evaluate	
Human features	Represent	
Physical features	Materials	
Invaders	Structure	Mastery
Settlers	diagram	Brush stroke
		Painting
		Notes
		Similarity
		difference

--	--	--	--	--