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| Year Group: 5 | Book Title: Percy Jackson and the Lightning Thief |
| Topic Title: Ancient Greece | Main Themes: Ancient Greeks and their empires, Athens and Sparta, Alexander the Great, Democracy in Ancient Greece, Ancient Olympic Games, Gods and Goddesses |
| Topic I.Q: What legacies have the Ancient Greeks left behind? | Key Vocabulary: sketching, shading, still-life, perspective |
| <p>Art & DT- Pupils should be taught about:</p> <p>Art</p> <ul style="list-style-type: none"> How to sketch secondary artefacts of Ancient Greek pottery, considering repetitive patterns and details of Olympic Games – make a visual recording from life <p>Design Technology</p> <ul style="list-style-type: none"> Comparing mechanical systems of Ancient Greece with electronic systems of today – invention of the alarm clock – how key events and individuals helped change the world through design and technology, understanding mechanical structures | |
| <p>Opportunities for children to develop and apply skills to a greater depth:</p> <p>Children to add shading to sketches to create a 3D effect.</p> | |



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| Year Group: 5 | Book Title: Kensuke's Kingdom |
| Topic Title: The Vikings (and other explorers)/Let's go 'Viking'. | Main Themes: Alfred the Great and the Anglo Saxon Kingdoms, where the Vikings travelled from, Viking Life (hierarchy, homes, jobs, law and punishment, the difference between clothing of the rich and poor), Viking Gods, sagas (Thor and his missing hammer), Viking Longboats with a link to comparing other explorers who travelled on boats, the difference between boats through the ages (chronology) |
| Topic I.Q: What does it take to be an explorer? | Key Vocabulary: sketching, shading, still-life, perspective, silhouette, purpose, evaluate |
| <p>Art & DT - Pupils should be taught about:</p> <p>Art</p> <ul style="list-style-type: none"> Learn about explorers and how they recorded and drew things that they found. Link to Michael's sketchbook in Kensuke's Kingdom and complete work from Michael's perspective, eg, Michael falling overboard, his first impressions of the island – animals, plants, etc – visual recording from imagination, review and make improvements Learn about The Wave painting and artist (Katsushika Hokusai). Children to create a puzzle effect piece of art based on falling overboard - 'The Great Wave' – life of an artist (recreate style), select own materials, collaborate on a piece of art Creating a silhouette based on the outline of Michael stood in his cave, looking out to sea – develop technical art skills <p>Design Technology</p> <ul style="list-style-type: none"> Looking at Viking longships and their design. Discuss the shape and materials used and how these helped them cover long distances and go fast. Use of figurehead to frighten enemies etc. – research existing products to gain ideas, Design their own boats (taking into account the features of a longship) deciding on materials for purpose and use of technology to aid design – design product using research and following a brief Build boats – make product using a range of materials Evaluate boat by testing on water (link to Science forces topic) and use of peer assessment – evaluate product | |
| <p>Opportunities for children to develop and apply skills to a greater depth:</p> <p>Whilst evaluating work, children to consider technical knowledge to state how they would make improvements.</p> | |



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| Year Group: 5 | Book Title: Trash |
| Topic Title: Human Rights | Main Themes: Human Rights, Justice and Freedom, Universal Declaration of Rights, Brazil, Maslow's Hierarchy of Needs |
| Topic I.Q. (Investigative Question): What are our rights as Humans? | Key Vocabulary: symbolise, freedom, justice, brief, recreate, style |
| <p>Art & DT - Pupils should be taught about:</p> <p>Art</p> <ul style="list-style-type: none"> Learn about Brazilian artist, Romero Britto. Children to investigate his style and recreate his style based on human rights. Children to discuss what types of images symbolise freedom and justice, (peace sign, dove, lips, love hearts, hands clasped...) – recreate style of a great artist.  <p>Design Technology</p> <ul style="list-style-type: none"> Children to make their own musical instruments out of 'trash' – research existing products, design using a brief, make product, test and evaluate product. | |
| <p>Opportunities for children to develop and apply skills to a greater depth:</p> <p>Whilst evaluating work, children to consider technical knowledge to state how they would make improvements.</p> | |