

By the end of this unit children will have learnt...

This is a topic of two halves; history and the reasons for exploration as well as what made it possible at this time, coupled with the geographical knowledge children need of North America for curriculum purposes. It is NOT learning about the Tudors solely.

Children will learn about famous Tudor explorers and how significant their explorations were both at the time and to our daily lives now. They will learn why these explorers were enabled to be successful and some of the key features of the Tudor era including naming the Kings and Queens of this time. Because of the visit to the Mary Rose and HMS Victory, children will understand the challenges of Tudor exploration and the important role both of these boats hold from a historical perspective.

Through their developing geographical awareness they'll know why the discoveries of America were important and how the physical features link to our own here. They'll find Stockbridge, Massachusetts and make a human link there.

Enquiry question: How are we part of something bigger than just the United Kingdom?

	Year 4	Year 5	Year 6
History	<p>National Curriculum Know key points about the explorers of the Tudor times (1485-1603) Christopher Columbus (1451-1506) who discovered America, Sir Walter Raleigh (1544-1618) who began colonization of America in Virginia, John Cabot ,who discovered Canada & Francis Drake (1540-1596) who was the first to travel around the world in one voyage + the Spanish Armada. Understand how their discoveries impacted on England both then and now Explain why this era of discovery was possible during Tudor times (in doing so, learn more about the Tudors and their ambitions esp, Henry VIII & Elizabeth I)</p>		
	<p>Cornerstones</p> <ul style="list-style-type: none"> • Begin to use abstract terms eg. Empire, commonwealth • Place different periods of time on a timeline and remember key historical facts and some dates from a period studied • Explain how significant historical figures contributed to national and international achievements • Describe the impact of international events and of a significant individual • Use a range of source materials to answer questions about the past which go beyond simple observations 	<p>Cornerstones</p> <ul style="list-style-type: none"> • Make appropriate use of historical terms relating to different types of history eg. Cultural, economic, military, religious • Independently place historical events on a timeline remembering key facts from a period of history studied. • Describe how a significant individual has influenced the UK or wider world. • Link events from periods studied to changes or developments in society • Explain why people acted as they did • Select, organise and record relevant information from a range of sources to 	<p>Cornerstones</p> <ul style="list-style-type: none"> • Create, from memory, a timeline from dates/details/eras showing knowledge of how to check for accuracy • Describe how their own lives have been influenced by a significant individual or movement. • Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world • Describe the impact (-ve or +ve) of a period of history on society

		produce well-structured narratives , descriptions and explanations	<ul style="list-style-type: none"> Select organise, summarise and present relevant information, from a wide range of sources in the most effective way for a given purpose
Geography	<p>National curriculum Locate the world's countries, using maps to focus on North America Know and be able to locate some states, major cities and physical geographical features of North America Understand geographical similarities and differences through study of physical and human geography in a region of North America and our region of England. Use language and understanding of latitude, longitude, hemispheres, prim/Greenwich meridian and time zones to describe the two different regions Locate places in North America and England using eight points of the compass, four and six figure grid references.</p>		
	<ul style="list-style-type: none"> Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestions. Propose geographical questions collecting and recording evidence to answer them Locate geographical features on a map or atlas using symbols in a key 	<ul style="list-style-type: none"> Explain what physical and human processes may have occurred in a place by studying an aerial image of it. Ask and answer geographical questions using correct geographical vocabulary Compare land use and geographical features on different types of maps 	<ul style="list-style-type: none"> Use the web and satellite mapping tools to find out and present geographical information about a place. Present findings both graphically and in writing using appropriate vocabulary Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.
ART	<p>National curriculum DESIGN MAKE EVALUATE TECHNICAL KNOWLEDGE 1. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams 2. Select from and use a wider range of tools and equipment to perform practical tasks eg. Cutting, shaping, joining and finishing, accurately 3. Understand how key events in design and technology have helped shape the world. 4. Understand and use mechanical systems in their products – gears, pulleys and levers</p>		
	<p>Cornerstones</p> <ul style="list-style-type: none"> Use a range of tools with accuracy Prototype and build frame and shell structures showing awareness of how to strengthen, stiffen and reinforce. Use pulleys, levers and linkages in their product 	<p>Cornerstones</p> <ul style="list-style-type: none"> Select appropriate tools for the task and use with precision Build a framework using a range of materials to support mechanisms Use gears in their products 	<p>Cornerstones</p> <ul style="list-style-type: none"> Use more complex tools with increasing accuracy Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Select the most appropriate mechanical system for a particular purpose.