

# Good Shepherd Creative Curriculum Map 2018-19



	Autumn Term	Spring Term	Summer Term
1	<p><b><u>ALL ABOUT ME</u></b>  <i>History:</i>                      - Changes within living memory (own and family history)  <i>Geography: Skills and Fieldwork</i>(Link to own school)                      - Use simple compass directions and locational and directional language to describe the location of features and routes on a map.  <i>Art: FOCUS - Painting and Photography (Portraits)</i>                      - To use a range of materials creatively to design and make products.                      - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.                      - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.                      - About the work of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work.  <i>Design and Technology: FOCUS - Construction</i></p>	<p><b><u>WHAT IS IT LIKE WHERE I LIVE? (GODIVA)</u></b>  <i>Geography: Skills and fieldwork</i>                      - Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.                      - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.                      - Use world maps, atlases and globes to identify the UK and its countries.  <i>Human and Physical Geography</i>                      - Use vocabulary to refer to key human features.  <i>History:</i>                      Pupils should be taught about significant historical events, people and places in their own locality.  <i>Art: FOCUS - Drawing using different mediums, e.g. chalk. (Local area landscapes as a starting point)</i>  <b><u>MARVELLOUS MATERIALS</u></b>  <i>Science: Materials and their Properties</i>    <i>DT - FOCUS: Construction</i>  <i>Making Playground equipment</i>                      Technical Knowledge: Build structures, exploring how they can be made stronger, stiffer and more</p>	<p><b><u>PLANTS</u></b>                      Science topic (see Science map)  <i>Art: FOCUS - Painting</i>                      Van Gogh Sunflowers    <b><u>SEASIDE TRAVELS</u></b>                      Geography: Human and Physical                      - Use vocabulary to refer to physical features.                      Skills and Fieldwork                      - Use world maps, atlases and globes to identify the UK and its countries.  <i>Design and Technology: FOCUS - Textiles</i>                      Bag for their lunch on visit to seaside.  <i>Art: FOCUS - Textiles</i>                      Decorating lunch bag made in DT.  <i>History:</i>                      Pupils should be taught about significant historical events, people and places in their own locality. GRACE DARLING    <b><u>DISCRETE TOPIC LINKED TO LITERACY</u></b>  <i>Design and Technology: FOCUS - Cooking and Nutrition (Making the</i></p>

# Good Shepherd Creative Curriculum Map 2018-19



	<p><i><b>Making a photo frame for portraits.</b></i>          Technical Knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable.          (See design, make and evaluate statements for NC)</p> <p><b><u>AMAZING ANIMALS</u></b>          Science: Animals Including humans</p> <p><i>Art: FOCUS - Drawing and Painting of animals.</i>          - Skill of using lines.          Art: FOCUS - Printing</p> <p><i>Music:</i> Out of the Ark - All About Me: Percussion          Animals: Composing animal songs</p>	<p>stable.          Music: Morning of music materials songs          Composing skills</p> <p>COMPOSER - Ten Pieces Study</p>	<p><i><b>lighthouse keepers lunch)</b></i></p> <p>Music: Seaside Songs - Listening and applying skills</p> <p><b><u>SEASONAL CHANGES - ON GOING</u></b>          Science: Seasons          - Observe changes across the four seasons.          -Observe and describe the weather associated with seasons and how day length varies.  <i>Geography: Human/Physical Geography</i>          - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.          Art: FOCUS - Painting          - Colour mixing and use of thick and thin brushes.</p>
2	<p><b><u>GREAT FIRE OF LONDON</u></b>  <i>History:</i>          -events beyond living memory that are significant nationally (e.g. GFOL, Plague, Guy Fawkes)          -the lives of significant individuals in the past who have contributed to national and</p>	<p><i>Design and Technology: FOCUS Mechanisms Moving Vehicle - Transport</i>          (See design, make and evaluate NC)          Technical Knowledge: Explore and use mechanisms, (e.g. levers, sliders, wheels and axles), in their products.  <i>History:</i> Pupils should be taught about significant</p>	<p><b><u>THE BRILLIANT BRITISH ISLES</u></b>          (continued)</p> <p><b><u>VILLAGE EXPLORERS - India -</u></b>  <i>Geography: Locational</i>          - name and locate the world's seven continents and five oceans (look at flight</p>

# Good Shepherd Creative Curriculum Map 2018-19



<p>international achievements. Some should be used to compare aspects of life in different periods (Samuel Pepys, Christopher Wren and Renzo Piano-architect Shard)</p> <p><b>Geography: Skills and Fieldwork</b> -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Art: FOCUS Painting</b> <i>Scenes of the Great fire of London (Mixing colours)</i> -to develop a wide range of art and design techniques in using colour, pattern, texture, line.</p> <p><b>Design and Technology: FOCUS Cooking and Nutrition</b> <i>Making bread and rock cakes</i> - Use the principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.</p> <p><b>ON-GOING GEOGRAPHY</b> <b>SEASONAL CHANGES</b> <b>Geography: Human and Physical</b> - Identify seasonal and daily weather patterns in the UK and the location of hot</p>	<p>events, people and places in their own locality. <b>Transport theme - Frank Whittle and James Starley.</b></p> <p><b>THE BRILLIANT BRITISH ISLES</b> <b>Geography: Locational</b> -name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Human and Physical</b> -use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>Skills and Fieldwork</b> -use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities -use simple compass directions directional language [for example, near and far; left and right], to describe the location of features and routes on a map -use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use</p>	<p>paths and how you would travel to certain locations) <b>Place Knowledge</b> - understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. <b>Human and Physical</b> -use basic geographical vocabulary to refer to: -key physical features, -key human features, <b>Skills and Fieldwork</b> -use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities -use simple compass. directions directional language [for example, near and far; left and right], to describe the location of features and routes on a map devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Art: FOCUS - Collage</b> <i>Brazilian collage</i></p> <p><b>Design and Technology: FOCUS Cooking</b></p>
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# Good Shepherd Creative Curriculum Map 2018-19



	<p>and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Music: Out of the Ark - Fire of London Songs</p>	<p>and construct basic symbols in a key</p> <p>Art: <b>FOCUS Drawing, Painting, Sculpture Focus Artist - Antony Gormley</b> To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> <li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- About the work of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work.</li> </ul> <p>Music: Loch Ness</p>	<p><b>and Nutrition</b> <b>Making a healthy smoothie</b></p> <p>Music: Indian Music</p> <p>COMPOSER - Indian Theme</p>
3	<p><b>STONE AGE - IRON AGE</b> <b>Geography: Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Revise KS1 - Name the seven continents and five oceans.</p> <p><b>History:</b> Pupils should be taught about the changes in Britain from Stone Age to Iron Age.</p> <ul style="list-style-type: none"> <li>- Late Neolithic hunter-gatherers and early</li> </ul>	<p><b>COVENTRY AND BEYOND</b> <b>History:</b></p> <p>A local history study: A study over time tracing how several aspects of national history are reflected in the locality.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>- Name and locate counties and cities of the UK,</li> </ul>	<p><b>EQYPTIANS</b> <b>History:</b></p> <p>Children should learn about:</p> <ul style="list-style-type: none"> <li>- The achievements of the earliest Civilisations - an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul> <p><b>Geography: Locational Knowledge</b></p>

# Good Shepherd Creative Curriculum Map 2018-19



<p>farmers, for example, Skara Brae .          - Bronze Age religion, technology and travel, for example, Stonehenge.          - Iron Age hill forts: tribal kingdoms, farming, art and culture.  <b>Art: FOCUS - Painting</b>  <b>Cave Paintings - understanding background, foreground, detail.</b>          Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.          Pupils should be taught:          - to create sketch books to record their observations and use them to review and revisit ideas.          - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b><u>VOLCANOES AND EARTHQUAKES</u></b>  <b>Geography: Locational</b>          - Locate the world's countries, using maps to focus on Europe and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major</p>	<p>geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects have changed over time.  <b>Place Knowledge</b>          - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N/S America.  <b>Human &amp; Physical Geography</b>          - Describe and understand key aspects of physical and human geography (See NC)  <b>Skills and Fieldwork</b>          - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          - Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.          - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a wide range of methods, including sketch maps, plans and graphs and digital technologies.  <b>ART: FOCUS - Textiles</b>  <b>Cross stitch and backstitch</b>  <b>Design and Technology: FOCUS - Textiles</b>  <b>Plaiting and Weaving - Bookmarks and Ribbons</b></p>	<p>- Locate the world's countries, using maps to focus on Europe and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  <b>Skills and Fieldwork</b>          - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b><u>FIT FOR LIFE</u></b>          Science led theme</p> <p><b>Design and Technology: FOCUS Cooking and Nutrition - making a healthy breakfast/lunch.</b>          - Understand and apply the principles of a healthy and varied diet.          - Prepare and cook a variety of predominantly savoury dishes using a variety of cooking techniques.</p> <p><b>DISCRETE ART - PRINTING</b>          (See Art NC)</p> <p>Discrete Music Unit - Study of</p>
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# Good Shepherd Creative Curriculum Map 2018-19



	<p>cities.</p> <ul style="list-style-type: none"> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. the Prime/Greenwich Meridian and time zones.</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical and human geography (See NC - focus on volcanoes and earthquakes)</li> </ul> <p><b>Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><i>Art: FOCUS - Collage</i>  <i>Artist - TURNER???</i>  <i>Visual/Tactile Colour/Palette</i></p> <p><b>DISCRETE - MOVING MONSTERS</b></p> <p><i>Design and Technology: FOCUS - Mechanisms (Pneumatics)</i>          Technical Knowledge - Understand and use mechanical systems in their products.</p> <p>Music: Iron Age/Stone Age Composing songs          Use of untuned percussion.</p>	<p>(See design, make and evaluate NC)</p> <p>Music: Egyptians Out of the Ark songs</p>	<p>Beethoven and Stravinski</p>
4	<b>THE ROMAN EMPIRE</b>	<b>AN EYE ON EUROPE - SPAIN</b>	<b>THE POWER OF THE MONARCHY</b>

# Good Shepherd Creative Curriculum Map 2018-19



<p><b>History:</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- The Roman Empire and its impact on Britain.</li> </ul> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe and North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul> <p><b>Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N/S America.</li> </ul> <p><b>Art: FOCUS Drawing, Painting and Sculpture</b></p> <ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (E.g.</li> </ul>	<p><b>History:</b> Pupils should develop historical skills to understand aspects of history in Europe through the ages and key buildings/famous people.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects have changed over time.</li> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N/S America.</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical and human geography (See NC)</li> </ul> <p><b>Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer</li> </ul>	<p><b>History:</b> A study of an aspect of theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p><b>Art: FOCUS Drawing, Painting and Printing Creating Royal Portraits</b></p> <p><b>RIVERS AND COASTS</b></p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects have changed over time.</li> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time</li> </ul>
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# Good Shepherd Creative Curriculum Map 2018-19



<p>pencil, charcoal, paint, clay)          - About great artists, architects and designers in history.  <b>ART: FOCUS - Textiles</b>  <i>Roman Purses</i></p> <p><b>Science - Electricity (See Science map)</b>  <b>Design and Technology: FOCUS - Mechanics and Electrics</b>  <b>MAKING A CHRISTMAS CARD</b>          Technical Knowledge: Understand and use electrical systems in their products (E.g. series, circuits incorporating switches, bulbs, buzzers and motors.)          (Also see design, make and evaluate skills in NC)</p> <p><b>Music: Romans Out of The Ark Songs</b>  <b>Controlling sounds skills</b></p>	<p>mapping to locate countries and describe features studied.          - Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.          - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a wide range of methods, including sketch maps, plans and graphs and digital technologies.  <b>Design and Technology: FOCUS Cooking and Nutrition</b>          Making a food dish linked to Spain          - Understand and apply the principles of a healthy and varied diet.          - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.          - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Art: FOCUS - Drawing and Painting</b>  <i>Spanish artist study - Picasso.</i></p> <p><b>Music: History of Spanish Music</b>          Composer Joaquin Rodrigo 1901-1999          Study of different types of Spanish music - Flamenco 1774, Fandango 18<sup>th</sup> century, Concierto de Aranjuez 1900s and Oye Camo Va 1963.</p>	<p>zones.  <b>Place Knowledge</b>          - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N/S America.  <b>Human &amp; Physical Geography</b>          - Describe and understand key aspects of physical and human geography (See NC)  <b>Skills and Fieldwork</b>          - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          - Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.          - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a wide range of methods, including sketch maps, plans and graphs and digital technologies.  <b>Art: FOCUS - Drawing, Painting and Collage</b>  <i>River Landscapes and river collage</i>  <b>Design and Technology: FOCUS -</b></p>
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# Good Shepherd Creative Curriculum Map 2018-19



		<p><b>Listening and applying skills</b></p>	<p><b>Construction</b>  <b>Making a bridge</b>                      Technical Knowledge: Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures. (See design, make and evaluate skills also)</p> <p><b>Music: River Soundscapes</b>                      Composing/Graphic Scoring</p>
5	<p><b>WHAT DID THE GREEKS ACHIEVE?</b>  <i>Geography: Skills and Fieldwork</i>                      - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  <i>Human and Physical Geography</i>                      - Describe and understand key aspects of physical and human geography (See NC)  <i>Place knowledge</i>                      - Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in a European country and a region within N/S America.  <i>Locational Knowledge</i>                      - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical</p>	<p><b>DISCRETE UNIT - HEALTHY EATING</b>  <i>Design and Technology: FOCUS - Creating a healthy lunch for the canteen.</i>                      - Understand and apply the principles of a healthy and varied diet.                      - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.                      - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>NORTH AMERICA</b>  <i>History: A non-European society that provides contrast with British history.</i>                      Mayan Civilization c.AD900.  <i>Geography: Locational Knowledge</i>                      - Locate the world's countries, using maps to focus on Europe and N/S America, concentrating on their</p>	<p><b>ANGLO SAXONS &amp; VIKINGS</b>  <i>History:</i> Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots.                      - The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor.  <i>Art: FOCUS - Drawing, Painting and Collage</i>  <i>Bayeux Tapestry</i> - discuss the history surrounding this piece of textile. Then children to use collage to recreate own versions.  <b>DISCRETE UNIT - Links to Forces work in Science</b>  <b>MOVING TOYS</b>  <i>Design and Technology: FOCUS - Mechanisms (Cams)</i></p>

# Good Shepherd Creative Curriculum Map 2018-19



<p>characteristics, key topographical features, and land use patterns; and understand how some of these aspects have changed over time.</p> <p><b>History:</b> Pupils should be taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p><b>Art: FOCUS Drawing, Painting, Sculpture Greek Olympics - People in Action</b></p> <ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (E.g. pencil, charcoal, paint, clay)</li> <li>- About great artists, architects and designers in history.</li> </ul> <p><b>DISCRETE UNIT</b></p> <p><b>Design and Technology/Art: FOCUS Textiles</b></p> <p><b>Creating a felt nativity scene for an altar</b></p> <p>Music - Greeks: Out of the ark assembly songs</p>	<p>environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects have changed over time.</li> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. the Prime/Greenwich Meridian and time zones.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N/S America.</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical and human geography (See NC)</li> </ul> <p><b>Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.</li> <li>- Use fieldwork to observe, measure, record and</li> </ul>	<p><b>Technical Knowledge: Understand and use mechanical systems in their products, e.g. gears, pulleys, cams, levers and linkages.</b></p> <p><b>EARTH AND SPACE</b></p> <p><b>Science: Forces/Earth and Space</b> (See Science whole school map)</p> <p><b>History: Development of history skills around the Moon Race (debating the moon landing story)</b></p> <p><b>Art: FOCUS Drawing and Painting. Van Gogh Starry Night - Texture gained through paint mix or brush technique.</b></p> <p>Music: Viking Songs - Out of the ark Controlling sounds/Composing</p> <p>Earth and Space - Holst The Planets</p>
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# Good Shepherd Creative Curriculum Map 2018-19



	<p><b>Controlling Sounds/Composing</b></p>	<p>present the human and physical features in the local area using a wide range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p><i>Art: FOCUS Drawing and Painting</i>  <i>Landscapes of North America - selecting different mediums, e.g. chalk, watercolours, etc.</i>  <i>Painting - Andy Warhol study</i>  <i>Using paint to create moods, tints, tones, etc.</i></p> <p><b>Music: COMPOSER - George Gershwin, John Williams</b>  <b>Possible North American Music Workshop</b>  <b>Listening and applying skills</b></p>	
6	<p><b><u>WORLD WAR II</u></b>  <i>History:</i> Pupils should be taught about:          - A local history study (The impact of WWII on Coventry focusing on propaganda, role of women, industry)          - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (E.g. the Battle of Britain)  <i>Geography: Locational Knowledge</i>          - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how</p>	<p><b><u>FRAGILE EARTH</u></b>  <i>Geography: Locational Knowledge</i>          - Locate the world's countries, using maps to focus on Europe and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.          - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects have changed over time.  <i>Place Knowledge</i>          - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in</p>	<p><b><u>SOUTH AMERICA</u></b>  <i>History:</i> Develop history skills by looking at an element of South American history.  <i>Geography: Locational Knowledge</i>          - Locate the world's countries, using maps to focus on Europe and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.          - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and</p>

# Good Shepherd Creative Curriculum Map 2018-19



<p>some of these aspects have changed over time. (FOCUS ON GERMANY)</p> <p><i>Art: FOCUS Drawing and Painting</i>  <i>Skill focus - shadow and reflection (link to drawing Coventry Cathedral old and new)</i></p> <p><b><u>DISCRETE UNIT</u></b>  <i>Art: FOCUS - Printing</i>  <i>Skills - my prints have a starting point from a designer in history.</i>          (Print stained glass window designs for Coventry Cathedral)</p> <p><b><u>DISCRETE UNIT</u></b>  <i>Design and Technology: FOCUS - Electrics</i>          Technical Knowledge: Apply their knowledge of computing to program, monitor and control their products.</p> <p>Music: World War II Performance          Controlling sounds</p>	<p>a European country, and a region within N/S America.</p> <p><i>Human &amp; Physical Geography</i>          - Describe and understand key aspects of physical and human geography (See NC)  <b>FOCUS ALSO ON - Natural disasters, climate change, rising sea levels, waste, pollution, etc.</b>  <i>Art: FOCUS - Drawing and Sculpture</i>  <i>Creating a sculpture using recycled materials (Michelle Reader)</i></p> <p><b><u>BODYWORKS</u></b>          Science theme - see science map</p> <p><i>Design and Technology: FOCUS - Cooking and Nutrition</i>  <b>Making a healthy three course meal</b>          - Understand and apply the principles of a healthy and varied diet.          - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.          - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>understand how some of these aspects have changed over time.</p> <p>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. the Prime/Greenwich Meridian and time zones.</p> <p><i>Place Knowledge</i>          - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N/S America.</p> <p><i>Human &amp; Physical Geography</i>          - Describe and understand key aspects of physical and human geography (See NC)</p> <p><i>Skills and Fieldwork</i>          - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          - Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.          - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a</p>
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# Good Shepherd Creative Curriculum Map 2018-19



			<p>wide range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p><i>Art: FOCUS - Drawing and Painting South American Art</i></p> <p><b><u>DISCRETE TEACHING - LINKED TO ALICE IN WONDERLAND LITERACY THEME</u></b></p> <p><i>Design and Technology: FOCUS - Construction</i></p> <p><i>Making a dream catcher</i></p> <p>Technical Knowledge: Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures. (See design, make and evaluate skills in NC)</p> <p>Music: Composer - El condor, Daniel Robles.</p>
<p><b><u>PSHE and Citizenship</u></b></p> <p>At Good Shepherd we use the SEAL resources which provides a structured whole school curriculum framework for developing all children's social, emotional and behavioural skills. The themes for all years groups each term are outlined below.</p>			
	<p><b><u>Autumn Term</u></b> New Beginnings Getting on and Falling Out</p>	<p><b><u>Spring Term</u></b> Going for Goals Good to be Me</p>	<p><b><u>Summer Term</u></b> Relationships Changes</p>

# Good Shepherd Creative Curriculum Map 2018-19



Say No to Bullying		
<p style="text-align: center;"><b><u>BRITISH VALUES</u></b></p> <p>The DfE has reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." At Good Shepherd the following whole school creative days will take place to support the teaching of British Values:</p>		
<p><b><u>Autumn Term</u></b> <b>Remembrance Day</b> <b>Commemorations.</b></p> <p><b>November</b></p>	<p><b><u>Spring Term</u></b> <b>World Religions Day</b></p> <p><b><u>Multi Faith Focuses</u></b> <b>Rec - Judaism</b> <b>Yr1/2 - Sikhism</b> <b>Yr 3 and 4 - Hinduism</b> <b>Yr 5 - Islam</b> <b>Yr 6 - Buddhism</b></p>	<p><b><u>Summer Term</u></b> <b>Queen's Birthday</b></p> <p><b>June</b></p>