



**North East  
Learning Trust**

**ART AND DESIGN  
SCHEME OF WORK**

## Our Vision

Diamond Hall Junior Academy aims to provide an inspiring, inclusive, challenging and real-world curriculum that the children will enjoy. Inspiring future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as well as the wider world ensuring they become ambitious lifelong learners.

## Principles and Purpose

Our curriculum is customised, personalised and structured so that the development of knowledge, skills and vocabulary is completed in a systematic and logical sequence, **with big ideas being re-introduced in a variety of projects**, making links between subjects and content. The curriculum is organised to support pupils growing depth of learning using a project-based, thematic approach, it provides children with a range and breadth of rich and memorable learning experiences which promotes SMSC and British Values.

## Aims

- Develop a love for learning
- Opportunities to enrich children's lives through a broad and diverse range of exciting experiences
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Develop a rich and deep subject knowledge
- Make effective connections to the real world
- Help children to think creatively and solve problems.
- Develop children's capacities to work independently and collaboratively
- Enable children to make choices about their learning
- Take account of children's interests and fascinations
- Understand the purpose and value of their learning and see its relevance in the past, present and future
- Make a positive contribution to the school and local community.

## Our approach:

- Develops children to the best of their abilities
- Helps children to find their passions and interests
- Facilitates children's acquisition of knowledge, skills and understanding
- Helps children to develop intellectually, emotionally, socially, physically and morally
- Assists all children in becoming resilient, independent, responsible, useful, confident and considerate members of the community
- Promotes a positive attitude towards learning, so children enjoy coming to school
- Helps children to acquire essential knowledge and skills as a solid basis for lifelong learning
- Creates and maintains an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Enables all children to contribute positively within a culturally diverse society
- Promotes innovation and entrepreneurialism
- Opportunities to learn in different environments.

## Art and Design Intent

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the
- historical and cultural development of their art forms

Art and design skills will be taught as an integrated part of a theme-based curriculum, with skills being applied in relation to each class' current topic.

To ensure children's learning experience we provide additional tools for the children to learn and retain the knowledge taught. These include:

**Knowledge Organisers:** Children have access to prior key knowledge, new vocabulary and an introduction to the focus artists.

**Subject specific vocabulary:** The key vocabulary will be displayed in the classroom for children to easily access and revise. These words are fundamental to children's understanding of the unit.






**Sharing of Knowledge:** Celebrations of art around school such as art week and in school galleries enable the children to share their creations and the skills they have acquired through their artwork.






**Resources:** Carefully planned topics and lessons mean that high quality resources will be ordered and available for children. These will ensure their art work is high quality and they are given opportunities to reach their full artistic potential.






**Assessment:** Children's work is recorded in topic books, KS2 sketch books and displayed around school. Class teachers assess children's skills and understanding against the curriculum and keep photographic evidence in an online portfolio. Gaps are minimised by revising the content in knowledge organisers.

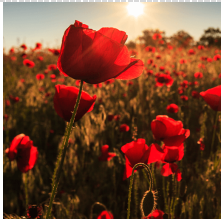




**Curriculum Overview with Art and Design Implementation**



Year Three	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	<b>Scrumdiddlyumptious</b>	<b>Rocks, Relics and Rumbles / Ammonites</b>	<b>Through the Ages</b>	<b>Urban Pioneers</b>	<b>Emperors and Empires / Mosaic Masters</b>
ART		<p>Describe the fossils' shape, pattern and form.</p> <p>Make a series of small-scale drawings to show the ammonites' features. Use techniques such as hatching, cross-hatching and shading. Explore these techniques in their drawings. Create a series of thumbnail drawings in their sketchbooks to capture the essence of the Fibonacci pattern. Using relief printing, create tiles and prints.</p> <p>Use everything they know about an ammonite's form to create a 3-D sculpture using air drying clay. Use cameras and tablets to take photographs of their finished sculptures. Allow them to experiment with positioning and lighting to emphasise shape and form or use apps or computing programs to edit their designs digitally.</p>	<p>Use a digital camera or tablet (including the zoom function) to take close up photographs of patterns and shapes found in an urban landscape. Take photographs from unusual viewpoints, such as from underneath, above and between different objects. Look for patterns.</p> <p>Look at examples of urban art - often referred to as graffiti - talking about similarities, differences and pieces they like or dislike. Discuss any examples seen in their town or city during the visit and whether they consider it art or vandalism.</p> <p>Use and combine a range of visual elements in artwork through local commemorative statues.</p> <p>Using examples of urban art and graffiti on the streets of Berlin, observe examples, searching online for images to save and print. Review famous artworks of great artists and ones created through the project, using photographs to illustrate points and reflections.</p>	<p>Use a digital camera or tablet (including the zoom facility) to take close shots of patterns and shapes found in an urban landscape. Explore urban art/ graffiti, talking about similarities, differences and pieces they like or dislike. Find out why historical and commemorative statues or monuments were erected. Create light graffiti images using long-exposure photography.</p>	<p>Understand the art of mosaic, its artistic characteristics and how the art form has developed over time. Create thumbnail sketches of their designs.</p> <p>Explore and discuss the characteristics of the mosaics, including the use of colour, pattern, borders and subject matter of Roman mosaics.</p> <p>Use precut foam, foil or paper tesserae to reproduce a chosen image.</p> <p>Using their skills and knowledge to create a simple mosaic border tile using precut stone tesserae and grout.</p> <p>Display the suite of work, including sketchbooks and finished pieces. Make suggestions for ways to adapt and improve a piece of artwork</p>

Year Four	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	<b>I Am Warrior!</b>	<b>Traders and Raiders</b>	<b>Misty Mountain, Winding River / Vista</b>	<b>Road Trip USA!</b>	<b>1066</b>
ART		<p>Draw pictures of a favourite deity in a sketchbook, building up a collection of drawings in various styles and poses.</p> <p>Make a small statuette of their chosen god using clay or modelling dough.</p> <p>Use drawings of Anglo-Saxon pattern work to create print blocks</p> <p>Create an exhibition, showing all of their craft work created during the project. Make labels for describing how the pieces were made and how they feel about their work.</p>	<p>Discuss the examples of famous landscapes</p> <p>Use a viewfinder to seek out interesting perspectives and describe how their compositions fit inside or overlap their frame.</p> <p>Select two paintings to compare and contrast mountainous landscapes</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing using atmospheric perspective.</p> <p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p>Create a thumbnail sketch of a landscape composition. Make annotations about which colours they will use. After exploration, create final composition.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p>	<p>Design and make a personal dreamcatcher</p> <p>Weaving technique of the Native American Navajo tribe</p> <p>Make a journey stick to reflect the 'road trip' they have taken during the project.</p>	<p>The Bayeux Tapestry</p> <p>Use a viewfinder to isolate a small part of the Bayeux Tapestry. Note how a variety of stitches create the images and text. Practise simple stitches (running, back, blanket and cross) on a piece of hessian cloth and then recreate the section isolated. Create an 'Our class' embroidered panel. Sketch pictures of a favourite deity</p>

Year Five	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	<b>Off With Her Head</b>	<b>Sow, Grow, Farm / Eat the Seasons</b>	<b>Pharaohs</b>	<b>Firedamp and Davy Lamp</b>	<b>Scream Machine</b>
ART	<p>Study Hans Holbein portraits features: posture, colour and other interesting details and compose questions inspired by the portraits about each individual</p> <p>Create a miniature Tudor style portrait</p> <p>Detailed observational sketches of Tudor costumes and jewellery.</p>		<p>Draw detailed, colourful pictures of decorative artefacts found in Tutankhamun's tomb.</p> <p>Use clay to make a jar or container that could be used in an ancient Egyptian home to carry water or store food</p> <p>Writing in hieroglyphics and create a special cartouche with their name</p>	<p>Using the Pitmen Painters for inspiration, sketch scenes from Sacriston community including those related to mines and mining.</p> <p>Display the children's artwork alongside old photographs of the local community to show how the area has changed.</p>	

Year Six	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	<b>Fallen Fields</b>	<b>A Child's War</b>	<b>Frozen Kingdoms / Inuit</b>	<b>Darwin's Delights</b>	<b>Hola Mexico!</b>
ART			<p>Explore examples of Inuit art</p> <p>Observations about the work, using artistic vocabulary relating to subject matter, shape, form, pattern and colour.</p> <p>Digital montage by significant Inuit artists, such as Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.</p> <p>Create an Inuit-inspired animal sculpture</p> <p>Technique of stencilling and its place in Inuit culture.</p> <p>Explore The Enchanted Owl, by artist Kenojuak Ashevak</p> <p>Explore a range of bold colour combinations</p> <p>Experiment with their stencil to make a series of prints, using their chosen colour combinations</p> <p>Take photographs of their work, upload it to art software and manipulate the image to shrink to the size of a postage stamp. The children should evaluate how well their designs work on a smaller scale by deciding if their shapes are clear, colours are bold and design is effective.</p>	<p>Use fine ink pens to make detailed drawings in their sketchbooks of different types of shells, including barnacle shells. Use a hand lens or a digital microscope to observe fine details of the shell, including its many lines and shapes. Apply an ink wash to their drawings to add shadow and tone and then label them with the name of the shell or animal that lived in it.</p>	<p>Día de los Muertos (Day of the Dead), celebrated from 31st October – 2nd November. Use a range of materials to create a 3-D Day of the Dead skull. Paint with a range of beautiful patterns and bright colours. Study the details of the Maya stelae, sketching parts of their designs and looking particularly at patterns and shapes.</p> <p>Use a 3-D animal former and, applying collage and painting techniques, decorate it with</p>

## Art and Design Progression

		Year 3	Year 4	Year 5	Year 6
Creativity	Creation	Use and combine a range of visual elements in artwork. Visual elements include colour, line, shape, form, pattern and tone.  <b>SCRUMDIDDLYUMPCIOUS URBAN PIONEERS AMMONITE MOSAIC MASTERS</b>	Develop techniques through experimentation to create different types of art. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.  <b>I AM WARRIOR! TRADERS AND RAIDERS 1066 ROAD TRIP USA VISTA</b>	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.  <b>OFF WITH HER HEAD SOW, GROW, FARM PHARAOHS</b>	Create innovative art that has personal, historic or conceptual meaning. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.  <b>A CHILD'S WAR INUIT HOLA MEXICO</b>
	Generation of ideas	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.  <b>URBAN PIONEERS AMMONITE MOSAIC MASTERS</b>	Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Artists use sketching to develop an idea over time.  <b>I AM WARRIOR! 1066 VISTA</b>	Review and revisit ideas and sketches to improve and develop ideas. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.  <b>FIREDAAMP AND DAVY LAMPS</b>	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. <b>INUIT DARWIN'S DELIGHTS</b>
	Evaluation	Make suggestions for ways to adapt and improve a piece of artwork. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.  <b>SCRUMDIDDLYUMPCIOUS URBAN PIONEERS AMMONITE MOSAIC MASTERS</b>	Give constructive feedback to others about ways to improve a piece of artwork. Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.  <b>VISTA</b>	Compare and comment on the ideas, methods and approaches in their own and others' work. Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.  <b>OFF WITH HER HEAD</b>	Adapt and refine artwork in light of constructive feedback and reflection. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. <b>INUIT</b>
Materials	Malleable materials	Create a 3-D form using malleable or rigid materials, or a combination of materials. Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together	Use clay to create a detailed 3-D form. Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.  <b>I AM WARRIOR!</b>	Create a relief form using a range of tools, techniques and materials. Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. A 3-D form is a sculpture made by carving, modelling, casting or constructing.  <b>INUIT</b>

Paper and fabric	using a variety of techniques. <b>SCRUMDIDDLEYUMPCIOUS AMMONITE</b>	<b>TRADERS AND RAIDERS</b>	far out of the surface and are visibly attached to the background.	<b>HOLA MEXICO</b>
	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.	Use a range of stitches to add detail and texture to fabric or mixed-media collages. Stitches include running stitch, cross stitch and blanket stitch.  <b>1066</b>	Make paper using traditional craft techniques. A traditional technique for making paper is soaking paper and blending it to make pulp, straining the pulp through wire mesh, tapping the paper onto absorbent cloth to remove moisture and pressing the paper between weighted wooden boards for at least two days.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. <b>A CHILD'S WAR</b> <b>DARWIN'S DELIGHTS</b>
Paint	Identify, mix and use contrasting coloured paints. Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.  <b>VISTA</b>	Mix and use tints and shades of colours using a range of different materials, including paint. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.  <b>SOW, GROW, FARM</b>	Use colour palettes and characteristics of an artistic movement or artist in artwork. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. <b>INUIT</b> <b>HOLA MEXICO</b>
Pencil, ink, charcoal and pen	Add tone to a drawing by using linear and cross hatching, scumbling and stippling. Hatching, cross-hatching and shading are techniques artists use to add texture and form.  <b>URBAN PIONEERS</b> <b>AMMONITE</b>	Use the properties of pen, ink and charcoal to create a range of effects in drawing. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.  <b>VISTA</b>	Use pen and ink (ink wash) to add perspective, light and shade to a composition. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	Use line and tone to draw perspective. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). <b>DARWIN'S DELIGHTS</b>
Printing	Make a two-colour print. A two-colour print can be made in different ways, such as by inking a roller with two different colours before	Combine a variety of printmaking techniques and materials to create a print on a theme. Different printmaking techniques include monoprinting,	Add text or photographic samples to a print. Some artists use text or photographic images to add interest or meaning to a print.	Use the work of a significant printmaker to influence artwork. Printmakers create artwork by transferring paint,

		transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	engraving, etching, screen printing and lithography.		ink or other art materials from one surface to another.
<b>Nature</b>	<b>Natural art</b>	<p><b>AMMONITE</b></p> <p>Use nature and natural forms as a starting point for artwork. Nature and natural forms can be used as a starting point for creating artwork.</p> <p><b>AMMONITE</b></p>	<p><b>TRADERS AND RAIDERS</b></p> <p>Represent the detailed patterns found in natural phenomena, such as water and weather. Natural patterns from weather and water are often used as a subject matter.</p>	<p>Record natural forms, animals and landscapes with clarity, using digital photography. Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.</p>	<p><b>INUIT</b></p> <p><b>DARWIN'S DELIGHTS</b></p> <p>Create art inspired by or giving an environmental message. Environmental art addresses social and political issues relating to natural and urban environments.</p> <p><b>A CHILD'S WAR</b></p>
<b>Humankind</b>	<b>Human form</b>	<p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Artists draw, paint or sculpt human forms in active poses.</p>	<p>Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. Art can be developed that depicts the human form to create a narrative.</p> <p><b>I AM WARRIOR!</b> <b>1066</b></p>	<p>Explore and create expression in portraiture. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</p> <p><b>OFF WITH HER HEAD</b> <b>SCREAM MACHINE</b></p>	<p>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.</p>
<b>Place</b>	<b>Landscapes</b>	<p>Draw, paint or photograph an urban landscape. An urban landscape is a piece of artwork that shows a view of a town or city.</p> <p><b>URBAN PIONEERS</b></p>	<p>Choose an interesting or unusual perspective or viewpoint for a landscape. Art can display interesting or unusual perspectives and viewpoints.</p> <p><b>VISTA</b></p>	<p>Use a range of materials to create imaginative and fantasy landscapes. Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.</p>	<p>Draw or paint detailed landscapes that include perspective. Perspective is the art of representing 3-D objects on a 2-D surface.</p>
<b>Comparison</b>	<b>Compare and contrast</b>	<p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p><b>URBAN PIONEERS</b> <b>MOSAIC MASTERS</b></p>	<p>Compare and contrast artwork from different times and cultures. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p><b>VISTA</b> <b>ROAD TRIP USA</b></p>	<p>Describe and discuss how different artists and cultures have used a range of visual elements in their work. Visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p><b>OFF WITH HER HEAD</b> <b>FIR DAMP AND DAVY LAMPS</b> <b>PHARAOHS</b></p>	<p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than</p>

Significance

Significant people, artwork and movements

Work in the style of a significant artist, architect, culture or designer. The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.

URBAN PIONEERS  
MOSAIC MASTERS

Explain the significance of art, architecture or design from history and create work inspired by it. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.

I AM WARRIOR!  
TRADERS AND RAIDERS  
VISTA

Investigate and develop artwork using the characteristics of an artistic movement. Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.

the look of the final piece.

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FALLEN FIELDS

Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.

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## **Art and Design Impact**

The curriculum at Diamond Hall Academy is well planned and thought-through to enable a wide range of engagement, so to develop knowledge and skills cross the curriculum, not only within class but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as possible. Pupil voice feedback, specific whole staff planning time and moderation during staff meetings allows the staff to regularly review and assess the impact that the curriculum is having.

Regular and robust monitoring and scrutiny by SLT and Subject leaders provide first-hand evidence of how pupils are doing and ensures that high expectation and demanding outcomes are maintained. In-school and cross-school moderation is quality assured.

We are working with NELT primary schools and Hermitage Academy, to develop, monitor and quality assure our curriculum quality and provision.

The impact of our curriculum is measured through a range of different strategies:

- Data which is produced from summative tests as well as on-going teacher assessments
- Work scrutinies
- Learning walks
- Pupil voice
- Lesson observations

Monitoring is conducted by members of the senior leadership team and subject leaders. Governors are invited to work alongside us with our monitoring.

# Knowledge Organisers

## Year Three: Scrumdiddlyumpcious

Knowledge Organiser

### Scrumdiddlyumptious!

#### Useful food

Food gives all animals the energy they need to survive. Energy is needed to make muscles move and keeps body systems working well. It is also needed by the body to fight off illness and recover after injury.

#### Food groups

A food group is a collection of foods that provide similar nutrients, such as vitamins, minerals, proteins and carbohydrates.

**Fruits and vegetables** provide fibre to help digestion, and carbohydrates and natural sugars for energy. They also contain vitamins and minerals to keep the body healthy.

**Carbohydrates** provide the body with energy.

**Protein** from meat, fish, eggs and pulses is needed by the body for building, repairing and maintaining body tissues that make up the muscles, skin and other organs.

**Dairy and alternatives** contain protein, fat, vitamins and minerals, especially calcium, which is needed for healthy bones and teeth.

**Oils and spreads** contain fats, which are needed for energy, warmth and to protect the body's organs.

#### Food labelling

Food labelling tells shoppers what is inside the foods they buy. The words and colours on food labels tell the shopper whether the amounts of fat, sugars and salt are low (green), medium (amber) or high (red) and how much energy or calories the food contains.

Each serving (150g) contains					
Energy 1040kcal 250kcal	fat 3.0g	sugars 1.3g	salt 3.4g	low	high
13%	4%	7%	38%	15%	
of an adult's reference intake					
Typical values (as sold) per 100g/697kJ/167kcal					

### Eatwell Guide

The Eatwell Guide shows the amounts of different foods that people need to eat for a healthy, balanced diet. Sugary and processed foods are outside the circle because people don't need to eat them as part of a balanced diet.



### Nutritional packed lunch

Choosing nutritional food for a packed lunch can be tricky, especially because processed food and snacks can contain lots of fat and sugar. Choosing a variety of foods from the Eatwell Guide can help to make packed lunches healthier.



Example of a nutritional packed lunch based on the Eatwell Guide

### James Lind (1716–1794)

James Lind was a ship's surgeon. He worked with sailors who were suffering from an illness called scurvy. Sailors with scurvy were tired, their joints and muscles were weak and achy and they felt irritable and miserable. Their gums bled and many lost teeth. James Lind discovered that scurvy was caused by a lack of vitamin C in their diet and eating citrus fruit containing this vitamin could cure the disease. He helped to save the lives of many sailors.



### Fairtrade and farming

The food that people buy comes from all over the world. Bananas are grown in Costa Rica, the cocoa bean (used to make chocolate) is grown in Ghana and rice is grown in China. Sometimes, farmers in countries across the world get paid very little for the food they grow or rear. Fairtrade is a worldwide movement that works with farmers and supermarkets to make sure farmers get paid and treated fairly. Food and products from Fairtrade farms and producers carry the Fairtrade logo.



### Advertising food

Food adverts use different ways to encourage people to buy products. Many food manufacturers have a target audience for their products, such as children, and they create adverts that appeal to this audience.

**Slogans** like 'Beanz Meanz Heinz' and 'Eat fresh' are memorable and become associated with certain food products.

**Promises** make shoppers feel that foods are healthy or will make them happy.

**Well-chosen vocabulary** makes food sound tasty or healthy.

**Warm colours** like red and orange make people hungry.

**Eye-catching pictures** make food look irresistible.

**Logos** help shoppers to recognise products.



### Glossary

<b>calorie</b>	A unit used to measure the amount of energy a food provides.
<b>citrus fruit</b>	A family of fruits that contain lots of vitamin C including oranges, grapefruits, limes and lemons.
<b>fat</b>	A nutrient in food that gives the body energy, keeps the body warm and protects the organs.
<b>fibre</b>	A type of carbohydrate found in plant-based foods that helps the digestive system to work properly.
<b>logo</b>	A design or symbol used by a company to advertise its products.
<b>mineral</b>	A nutrient in food, such as calcium, iron, potassium and zinc, which helps the body to grow, develop, stay healthy and fight illness.
<b>nutrient</b>	A substance that animals and plants take in so they can live and grow.
<b>processed</b>	Foods that have been changed during preparation. Not all processed foods are unhealthy, for example when olives are pressed to make olive oil.
<b>slogan</b>	A short, easily remembered phrase used to advertise a product.
<b>sugar</b>	A substance found naturally in some foods, such as fruit, or added to foods to make them taste sweet.
<b>vitamin</b>	A nutrient in food such as vitamin A, B1, B2, B3, B12 and C that helps the body to grow, develop, stay healthy or fight illness.

# Year Three: Urban Pioneers

## Urban Pioneers

### What is a city?

A city is a large settlement where lots of people live and work. Businesses and banks are located in the centre of a city. There are shopping districts full of shops and many restaurants, cafes and bars. Cities have good transport links so people can easily get in and out to work and shop. Train stations, bus stations and coach depots are usually in the centre of a city. Some people live in city centres, usually in flats, but many live in the residential areas surrounding cities, called suburbs.

### Features of a city



cathedral



tourist office



city hall



train station



main square



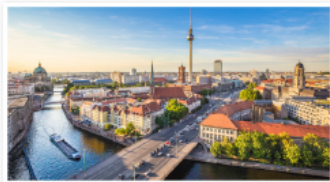
shops

### History of a city

Most cities developed near rivers and ports, which provided good transport links, or were close to natural resources, such as coal. Industry is often an important part of city life and different cities are known for their industries. Sheffield, in northern England, is an important centre for steel production and Stoke-on-Trent, in Staffordshire, is associated with the pottery industry. The history of a city can include major events, famous people who have lived there and important buildings and landmarks. Monuments and statues often celebrate the history of a city.

### Berlin

Berlin is the capital city of Germany and home to over 3.5 million people. The city was heavily bombed during the Second World War and many buildings were destroyed. When the war ended in 1945, the city was split into four parts. In 1961, a wall was built to separate East and West Berlin. The wall was finally pulled down in 1989, making the city whole again. There are several famous landmarks in Berlin, including the Brandenburg Gate and the Reichstag Building. Berlin has an underground railway system, called the U-Bahn. It is also connected to other German cities by motorways called the Autobahn.



Berlin skyline

### Urban art

Art created outside on walls and buildings is known as urban art. Graffiti is a form of urban art that is mainly made up of words, whereas some pieces of urban art include pictures too. Urban artists use spray paint to create words and pictures that usually show the feelings of the artist or give a political message. Urban art is now part of popular culture, thanks to artists such as Banksy. It is important to remember that it is illegal to create graffiti or other forms of urban art on walls or buildings without permission.



### 24 hours in a city

<b>Early morning</b>	Street lights turn off. Lorries deliver fresh produce to shops. Rush hour starts as people travel to work in cars or on public transport.
<b>Morning</b>	Factories, shops and businesses are busy. Schools, colleges and universities are full of students and teachers. Parks are visited by young children and parents.
<b>Lunchtime</b>	Workers move around the city in their lunch hour. Cafes and restaurants are crowded.
<b>Afternoon</b>	Parents collect children from school. Pedestrian and road traffic increases. Street entertainers perform to passers-by.
<b>Evening</b>	Street lights turn on to light the city at night. Roads, trains and buses are busy as people travel home from work. People visit restaurants, bars and cafes.
<b>Late night</b>	Roads are quieter. Hospitals and emergency vehicles are active. Workers repair and maintain roads.

### Lighting a city

Light sources are used in different ways in a city at night. Street lights provide light for cars and pedestrians to see where they are going. Traffic lights control the traffic and guide pedestrians safely across roads. Some important buildings, such as cathedrals, town halls and galleries, are lit up at night to make them look attractive. Illuminated advertising boards flash to gain the attention of passers-by. Pictures of Earth from space at night show brightly lit areas where cities are located.



### Light from the Sun

The Sun is our main source of light. The light from the Sun contains the visible light that we can see, and also light that we cannot see, called ultraviolet. It is this ultraviolet light that causes our skin to tan but also to burn. It can also damage our eyes. Sunglasses are important to protect eyes in bright sunlight. They block out the harmful ultraviolet rays and stop them reaching and damaging our eyes. It is important never to look at the Sun directly.

### Sources of light

A light source is something that gives out light. Light sources can be natural, such as the Sun, or man-made, such as electric light bulbs. Some objects also appear to give out light but are not light sources. Instead, these are reflectors of light. For example, 'cat's eyes' in the road reflect the light from car headlights. The Moon reflects the light from the Sun. High visibility safety clothing also reflects light, making cyclists and runners more visible at night.



The Sun is a light source



Cat's eyes are light reflectors

### Shadows

A shadow is formed when light from a light source is blocked by an opaque object. The shadow is always formed on the side of the object furthest from the light source. The size and shape of a shadow depend on the position and size of the light source compared to the object. For example, when the Sun is low in the sky at the beginning and end of the day, shadows are long. When the Sun is overhead in the middle of the day, shadows are short.



### Glossary

<b>Brandenburg Gate</b>	A monument in Berlin, built on the site of a former city gate.
<b>capital city</b>	A city that is the centre of government of a country.
<b>depot</b>	A building where vehicles, especially buses or coaches, are kept.
<b>district</b>	An area of a city or country.
<b>industry</b>	An activity involving the production of goods in factories.
<b>light source</b>	Something that produces and gives out light, such as the Sun.
<b>monument</b>	A building, statue or structure that is built to honour an event or person.
<b>opaque</b>	An object or material that can not be seen through.
<b>pedestrian</b>	A person who is walking rather than travelling in a vehicle.
<b>port</b>	A town by the sea or by a river that has a harbour.
<b>Reichstag Building</b>	A historic building in Berlin that was once used as a parliament building.
<b>reflect</b>	To send back light, heat or sound without absorbing it.
<b>residential</b>	An area where there are private houses, not offices and factories.
<b>settlement</b>	A place where people live.
<b>urban</b>	In, from or belonging to a town or city.

# Year Three: Emperors and Empires





## Ammonite

### What is an ammonite?

Ammonites were sea creatures that lived millions of years ago. They were closely related to octopuses and squids that are found today but they had a ribbed, spiral-shaped outer shell. Ammonite shells are often found as fossils and come in many different colours and sizes.



### Fibonacci sequence

Fibonacci was an Italian mathematician who discovered a special number sequence, which starts 0, 1, 1, 2, 3, 5, 8, 13, 21. The pattern is continued by adding the two previous numbers in the sequence together. Mathematicians studied the Fibonacci sequence and discovered that it appeared in nature as naturally occurring patterns. The pattern can be seen in natural objects such as flowers, fruit, leaves and shells.



## Sketches

Many artists are inspired by nature and create artwork that shows nature and natural forms. Artists may create sketches, which are quick drawings, that can be used to inspire a final piece of artwork. Sketches are often line drawings that are drawn in pencil, but pen and ink, charcoal or fine line pens can also be used.



### Motifs

A motif is a symbol or simplified shape. Motifs are often used in printmaking. A motif can be a simplified drawing of a more complex object such as a flower or shell. A motif can be printed multiple times to form a pattern.



shell



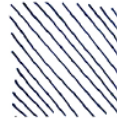
motif



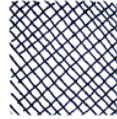
pattern

## Drawing techniques

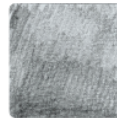
Artists use a variety of drawing techniques to create tone, texture and form in their work.



**Hatching** is the use of parallel lines to shade an area. Increasing the number, thickness or closeness of the lines creates a darker tone.



**Cross-hatching** is the use of parallel lines that are placed at angles to each other to shade an area. Increasing the number, thickness or closeness of the lines creates a darker tone.



**Shading** is the use of pencil or other media to create darker and lighter areas. Using more pressure or darker tones of colour creates darker areas. Using less pressure or lighter tones of colour create lighter areas.



**Stippling** is the use of dots to shade an area. Dots that are close together create dark tones and dots that are spaced apart create lighter tones.



**Smudging** is the use of fingers or a blending stump to smooth areas that have been shaded using hatching, cross-hatching, shading or stippling techniques.

## Relief printing



1. Carve a picture or pattern into a printing block.



2. Use a roller to cover the block with printing ink and press it onto paper.



3. Peel the paper off the block to reveal the print. The raised areas of the printing block will have printed onto the paper. The recessed areas will have left the paper ink-free.

## Two-colour relief print

A two-colour relief print can be made in different ways.



### Two-colour roller technique

Apply one colour all over the printing block with a roller. Apply a different colour on top of the first colour, but only in certain areas, leaving some of the first colour showing through.



### Reduction printing

Create a print using one colour first and then cut away more areas on the printing block before printing again.

## Clay sculpting techniques



**Carving**  
Cutting away clay to make patterns and shapes.



**Coiling**  
Using several long, thin strips of clay to create sculptures or the walls of a pot.



**Rolling**  
Using a rolling pin to create a flat slab of clay or the palms of the hands to create long, thin strips.



**Scoring**  
Scratching marks into the surface to make a strong join between two pieces of clay.



**Stretching**  
Pulling clay to make it longer or wider.

## Clay sculpture

A clay sculpture is made using a variety of shaping techniques. Air-drying clay is a simple way to begin creating sculptures, as it is easy to use and dries quickly, without the need for a kiln or an oven. Tools can be used to add shape, texture and patterns to the clay. Once the clay is dry, it can be painted with tempera, acrylic or watercolour paints.



## Glossary

<b>form</b>	The shape of something.
<b>fossil</b>	The remains of a once-living animal or plant preserved as rock.
<b>medium</b>	The materials used by an artist.
<b>parallel</b>	Being equal distance apart and never meeting.
<b>pattern</b>	A decorative design that is repeated.
<b>texture</b>	The way a surface or substance feels or looks.
<b>tone</b>	The shade of a colour.



Mosaic Masters

What is a mosaic?

Mosaics are pictures or patterns made using many small pieces of coloured stone or glass called tesserae. Other materials can also be used including paper, foil, pebbles or recycled materials. Mosaics are used to decorate floors, walls, ceilings and objects.

The history of mosaic

Mosaics have been used since c3000 BC and are still used today.



Columns decorated with clay cone mosaics, c3000 BC



Mosaic at Tottenham Court Road Underground station in London, 1986

Roman mosaics

Mosaics were a common sight in Roman homes and public buildings across the Roman Empire. They were highly decorative. Popular themes were everyday life, gods, gladiators, nature, animals and geometric patterns.



Roman mosaic borders

Many Roman mosaics have borders made of repeating patterns.



crowstep pattern



guilloché pattern



meander pattern



wave pattern

Making a mosaic tile



Create a design on a grid template.



Sort tesserae by colour.



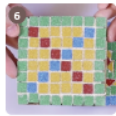
Apply a small amount of glue to a backing board.



Stick tesserae to the board, leaving interstices. Leave to dry.



Use a glue spreader to press grout into the interstices.



Leave the grout to dry.

Glossary

<b>border</b>	A strip that goes around the edge of something.
<b>grout</b>	A paste used to fill gaps.
<b>interstice</b>	Small gap, crack or space.
<b>mosaic</b>	A pattern or picture made using many small pieces of coloured stone or glass.
<b>pattern</b>	A regularly repeated arrangement or design made from lines, shapes or colours.
<b>tesserae</b>	Small blocks of stone, tile or glass used to make a mosaic.

## Year Four: I Am Warrior

### I am Warrior

#### Life as a Celt

The Celts were tribespeople who lived in England and across most of Europe over 2000 years ago. In Britain, there were many tribes of Celts, each with its own king. They were often at war with other nearby tribes. Celts lived by farming, hunting and gathering. They built roundhouses made from wattle and daub with thatched roofs. Most Celts farmed the land and kept animals, but there were also skilled craftsmen and blacksmiths. They made jewellery using glass beads and pots from clay.



Recreation of a Celtic roundhouse in Dorset

#### Life as a Roman

The Romans invaded Britain in AD 43 under the order of Emperor Claudius. Their way of life was different from the Celts. Romans built towns protected by walls. Inside, they had houses, shops, meeting rooms, workshops and bathhouses. Romans also enjoyed entertainment and built amphitheatres for theatre performances and gladiator battles. To join towns together, Romans built roads. These made it easier for troops to move around and for goods to be traded. Some rich Romans lived in grand country houses called villas. These were large farms with a big house for the owners, with servants and farm workers.

#### Celtic warriors

Celtic warriors carried an iron sword and an oval, wooden shield. Some wore bronze or wooden helmets and rode into battle on horses or chariots. It is thought that both men and women were warriors. They liked to scare their enemies by painting themselves with blue dye, called woad. They would shout, beat their shields and blow horns to frighten their enemies. The Celts were not as disciplined or as organised as the Romans.

#### Roman warriors

The huge Roman army was divided into groups called legions. Each legion was divided into groups of 80 men called centuries. The soldiers were well trained and organised. Roman soldiers lined up for battle in a tight formation. They carried curved, wooden shields that they could overlap to form a protective shell around them called a *testudo*, meaning 'tortoise'. Soldiers carried a short sword called a *gladius*, a dagger and a spear. They wore armour and helmets made of iron. Only men could be soldiers in the Roman army.

#### Queen Boudicca

Boudicca refused to allow her tribe's lands to be taken over by the Romans after the death of her husband, King Prasutagus, who was the leader of the Celtic Iceni tribe. As a punishment, the Romans tied Boudicca and her daughters to a post and savagely beat them. Boudicca promised to fight back and formed an army of loyal supporters. They defeated the Roman army at Colchester and then in London. However, although Boudicca had a bigger army, her warriors were not as well trained as the Roman army. The Romans fought back hard, and Boudicca was eventually defeated. It is thought she then ended her life by drinking poison.

#### Gladiators

Gladiators in ancient Rome were often slaves, criminals or prisoners of war. They were trained to fight each other or wild animals for the entertainment of huge crowds. They fought in large, open-air arenas called amphitheatres. Gladiators' lives were tough. They lived in special training schools called *ludi*. The schools were more like prisons, and the gladiators had very little freedom. Once in the arena, they would often fight to their deaths.



Roman mosaic showing gladiators fighting a tiger

#### Spartacus

Spartacus was a gladiator who led a major slave rebellion against the Roman Republic. He escaped slavery in 73 BC and hid on Mount Vesuvius, where he formed an army of other escaped slaves. Together, they attacked and defeated the Roman army many times over the next two years. Spartacus was eventually killed, and his army was defeated by the Roman army led by Marcus Crassus.



The Death of Spartacus by Hermann Vogel, 1882

Images used from: Wikimedia Commons/public domain

#### Timeline of the Roman Empire

753 BC	Rome is founded. Romulus becomes the first king.
509 BC	Rome becomes a republic ruled by elected citizens called senators rather than a king.
73–71 BC	A gladiator called Spartacus leads a revolt against the Romans.
58–51 BC	The Romans invade France, Belgium, western Germany and northern Italy and control many lands around the Mediterranean Sea.
55–54 BC	Julius Caesar tries to invade Britain twice but is beaten back by the Britons.
27 BC	Rome becomes an empire. Augustus Caesar becomes Rome's first emperor.
AD 43	The Romans invade Britain under the orders of Emperor Claudius.
AD 60	Boudicca leads the Iceni tribe in a revolt against the Romans.
AD 71–78	The Romans conquer Wales and northern England.
AD 83	The Roman army defeats the Scottish Highland tribes at the Battle of Mons Graupius.
AD 122	The building of Hadrian's Wall to defend the northern limit of the Roman Empire in northern England begins.
AD 211	Britain is split into two provinces called Britannia Superior and Britannia Inferior.
AD 250	New enemies, the Angles, Saxons and Jutes, repeatedly attack Britain.
AD 401–410	Roman soldiers leave Britain to protect other parts of the Roman Empire.

#### Roman numerals

The system of numbering using Roman numerals started between 900 and 800 BC. The numerals developed because the Romans needed a way to count that would be the same for everyone. This was essential for communication and trade. Roman numerals are still used today, for example after a king or queen's name, such as Henry VIII, or on a clock or watch face.

#### What the Romans did for us

The Romans invented or developed many things that are still used today. They designed a system of underfloor heating to keep homes warm. They developed a drainage and sewerage system. The Romans built many roads, some routes that are still used today. They also built stone forts and walls for defence, such as Hadrian's Wall and the fort at Vindolanda. Roman baths and aqueducts made of stone are still standing. The Romans brought in coins called *denarii* to buy things. The calendar we use today is based on the Roman calendar, with July and August being named after Julius Caesar and Emperor Augustus.



Ruins at Vindolanda Roman fort in England

#### Glossary

<b>Britannia</b>	The Roman name for Britain.
<b>conquer</b>	To take control of another country and its people, usually after a war or battle.
<b>defeat</b>	To win a war or battle against an enemy.
<b>elect</b>	To choose a person for a job by voting.
<b>emperor</b>	The leader of an empire.
<b>empire</b>	A group of countries that are ruled by one leader, king or country.
<b>invade</b>	To enter a country using force.
<b>rebellion</b>	An action against a leader or rules, especially when they are seen as unfair.
<b>republic</b>	A country ruled by elected people instead of a king or queen.
<b>revolt</b>	To refuse to be ruled or controlled by people in authority.
<b>Roman numerals</b>	Letters that ancient Romans used to write numbers.
<b>tribe</b>	A group of people, often of related families, who live together.
<b>wattle and daub</b>	A mixture of sticks, earth and clay used as a building material.

Images used from: Wikimedia Commons/public domain



# Year Four: Traders and Raiders

## Traders and Raiders

### Anglo-Saxons invade

During the Roman rule of Britain, tribes from Denmark and Germany attempted to invade Britain. The Romans built shore forts on the east and south coasts of England to protect themselves from invasion. After the Romans left in AD 410, three tribes called the Angles, Saxons and Jutes invaded England. They attacked and killed Britons or caused them to flee to Cornwall, Wales or Scotland. By AD 500 the invaders had claimed England as their own country and divided it into seven kingdoms. Each kingdom was ruled by an Anglo-Saxon king.



Map showing the different invasions of Britain and the Anglo-Saxon seven kingdom divide

### Anglo-Saxon way of life

After the invasion, people in the south and east of England settled into the Anglo-Saxon way of life. The Anglo-Saxons lived in small villages of huts and farmed the land. They were great craftspeople who used metal, wood, clay and precious stones to make weapons, tools, pottery, furniture and jewellery. When the Anglo-Saxons arrived in Britain, they were pagans, which means they believed in different gods. Over time, most Anglo-Saxons converted to Christianity. They spoke Old English, which developed from the language spoken by the Angles, Saxons and Jutes. Few people could read and write.



Recreation of an Anglo-Saxon house in Suffolk

### Vikings invade

The Vikings came from Denmark, Sweden and Norway. The word 'Viking' comes from the Old Norse language and means 'a pirate raid'. They first raided monasteries on the north coast of England in AD 793. Monasteries were easy targets for the Vikings, as the monks had no weapons but lots of riches. At first, the Vikings carried out violent raids, stealing precious items and burning down buildings, before returning home. However, they eventually conquered the land and took over many of the Anglo-Saxon kingdoms.

### Viking way of life

The Vikings lived in large homes, called longhouses, which they shared with their animals. Longhouses were built from wood or stone with a thatched or turf roof. Many Vikings worked as farmers, growing crops and keeping animals. The Vikings were skilled craftsmen. They made strong weapons, fast ships and beautiful metalwork and wooden carvings. They also made jewellery from metal, wood and glass. Viking women were skilled at spinning wool to weave into cloth and dyeing fabrics. The Vikings were pagans, unlike most people living in Britain at the time, who were Christians. Gradually, the Vikings became Christians to allow them to live and trade more easily with their neighbours.

### End of Anglo-Saxon rule

By AD 870, the only Anglo-Saxon kingdom left was Wessex, which was ruled from AD 871 by a wise and popular king called Alfred. The Vikings tried to invade Wessex in AD 876 and at first seemed to be succeeding but Alfred fought back. He defeated the Viking leader, Guthrum, in battle. Alfred made a deal with Guthrum to share Britain between them. However, the Anglo-Saxons and Vikings continued to fight so Alfred created an army and navy to defend Wessex from Viking troops. Other Anglo-Saxon leaders followed Alfred and their separate kingdoms started to unite. The end of Anglo-Saxon rule came in 1066 with the invasion of the Normans.



### Timeline

<b>AD 410</b>	The Romans leave Britain.
<b>cAD 450</b>	Angles, Saxons and Jutes invade England and settle on the south and east coast.
<b>cAD 450–600</b>	The invaders claim England as their own and divide the country into seven kingdoms.
<b>AD 685</b>	King Ecgfrith of Northumbria loses a fierce battle to the Scottish Picts, ending Anglo-Saxon rule in Scotland.
<b>AD 731</b>	Bede writes about the Anglo-Saxon invasion in the <i>Ecclesiastical History of the English People</i> .
<b>AD 785</b>	King Offa, the Anglo-Saxon king of Mercia, builds an earth wall to protect the border between his kingdom and the Welsh kingdom of Powys.
<b>AD 793</b>	Vikings attack the monastery of Lindisfarne.
<b>AD 866</b>	Vikings capture the city of York.
<b>AD 870</b>	Wessex is the only remaining Anglo-Saxon kingdom.
<b>AD 871</b>	Alfred of Wessex becomes king of the Anglo-Saxons.
<b>AD 886</b>	King Alfred agrees to share Britain with the Vikings.
<b>AD 899</b>	King Alfred dies in Winchester.
<b>1066</b>	The Normans, under William, Duke of Normandy, invade from France and defeat the Anglo-Saxon King Harold II at the Battle of Hastings. This ends the Anglo-Saxon era.

### Famous people

There were several notable people during this period. Much of what we know about the Anglo-Saxons comes from Bede's writing and the *Anglo-Saxon Chronicle*, which was ordered by King Alfred and distributed around monasteries.

#### Bede

Bede was a Christian priest who lived in a monastery in Jarrow, Northumberland. He was a great scholar and wrote many books including the *Ecclesiastical History of the English People*.



#### King Arthur

King Arthur was a popular king of England. He worked with his Knights of the Round Table to fight the Anglo-Saxon invaders. Historians are not sure whether King Arthur existed or not.



#### Alfred the Great

King Alfred is considered to be one of the greatest Englishmen of all time. He was born in AD 849. He defended his kingdom of Wessex against the Vikings, agreed to share England with the Viking leader, Guthrum, and united Anglo-Saxon leaders.



### Glossary

<b>Angle</b>	A member of a Germanic tribe who invaded and settled in Britain in the 5th century.
<b>Anglo-Saxon</b>	The people who invaded and settled in Britain from the 5th century up to the Norman conquest.
<b>conquer</b>	To take control or possession of a place or people, by force.
<b>Germanic</b>	Relating to people who speak Germanic, a group of languages that include German, Swedish and English.
<b>invade</b>	To enter a country by force.
<b>Jute</b>	A member of a Germanic tribe who invaded and settled in Britain in the 5th century.
<b>longhouse</b>	A long, single-room building made from wood, stone, mud and turf where many Viking people lived together.
<b>monastery</b>	A building in which monks live and worship.
<b>Offa's Dyke</b>	A wall made from earth that King Offa ordered to be built to divide his kingdom of Mercia from Wales.
<b>pagan</b>	Belonging to a religion that worships many gods.
<b>Saxon</b>	A member of a Germanic tribe who invaded and settled in Britain in the 5th century.
<b>Viking</b>	A member of a Scandinavian tribe who invaded and settled in Britain between the 8th and 11th centuries.



# Year Four: Road Trip USA

## Road Trip USA!

### Welcome to the USA

The United States of America (US or USA) is a country on the continent of North America and is made up of 50 states. 48 states are joined together on the mainland, Alaska is found to the north-west of Canada and Hawaii is an island state in the Pacific Ocean. The capital city of the USA is Washington DC, and each state has a capital. The USA has a wide range of environments and a diverse population, including Native Americans.

### New York

New York is a state in the north-eastern area of the USA and shares a border with Canada. Its capital is Albany. New York state has a varied landscape that includes three mountain ranges, many rivers, plains and lakes. The climate can experience extremes from  $-10^{\circ}\text{C}$  in the winter, to warmer temperatures of  $25-30^{\circ}\text{C}$  in the summer.

### New York City

New York City was the former capital of the USA and is in the south-east of New York state. It is made up of the five boroughs of Manhattan, Brooklyn, the Bronx, Queens and Staten Island. People from around the world visit New York City to experience the rich culture and enjoy its famous landmarks, such as Times Square, Central Park and the Statue of Liberty.



New York City skyline

### Physical features



Grand Canyon



Old Faithful geyser



Monument Valley



Niagara Falls

### Human features



Statue of Liberty



Mount Rushmore



Hoover Dam



Golden Gate Bridge

### Native Americans

Native Americans are the indigenous people of the USA. The Native American population began to decline when European explorers discovered the USA and created colonies. Many Native Americans lost their lives due to the spread of disease or through wars with Europeans. Many Native Americans were forced to move onto reservations as the European colonies grew in number. More recently, the US government has done more to protect the rights, culture and traditions of Native Americans.

### The Iroquois

The Iroquois are a tribe of Native American people who have inhabited Ontario in Canada and parts of northern New York state for more than 4000 years. The Iroquois people originally lived near lakes and streams that provided water for drinking, fishing and a means of transportation. Today, the Iroquois are often referred to as the Haudenosaunee or Six Nations and are made up of a group that includes the Mohawk, Seneca, Oneida, Onondaga, Tuscarora and Cayuga tribes.



Iroquois Six Nations 1720 map

David Tries / iStock

Tim / iStock

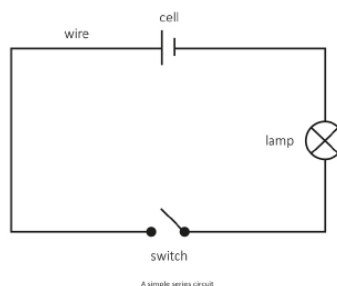
Photo: © 2008 iStockphoto.com/Photo Library

### Iconic people from the USA

1732–1799	<b>George Washington</b> First President of the USA
1811–1896	<b>Harriet Beecher Stowe</b> Author and anti-slavery activist
1847–1931	<b>Thomas Edison</b> Inventor and businessman
1863–1947	<b>Henry Ford</b> Founder of the Ford Motor Company
1882–1945	<b>Franklin D Roosevelt</b> Longest serving US President
1895–1948	<b>George Herman 'Babe' Ruth</b> Professional US baseball player
1897–1939	<b>Amelia Earhart</b> First female pilot to fly across the Atlantic
1901–1966	<b>Walt Disney</b> Animator, voice actor and film producer
1901–1971	<b>Louis Armstrong</b> Trumpeter, composer and jazz singer
1913–2005	<b>Rosa Parks</b> Civil rights activist
1926–1962	<b>Marilyn Monroe</b> Actress, model and singer
1929–1968	<b>Martin Luther King Jr</b> Civil rights activist
1930–2012	<b>Neil Armstrong</b> Astronaut and aeronautical engineer
1935–1977	<b>Elvis Presley</b> Singer and actor
1942–2016	<b>Muhammad Ali</b> Professional boxer
1958–present	<b>Madonna Ciccone</b> Singer, songwriter, actress and businesswoman

### Electricity

Electricity is a form of energy that is used to power many household appliances including kettles, toasters, televisions and computers. An electrical circuit is a loop through which electricity flows. A simple circuit is made up of a cell that provides electricity, wires through which the electric current can pass and a lamp that lights up when electricity flows through it. Electricity will only flow around the circuit when it is complete, so any breaks in the circuit will stop the flow of electricity.



### Electrical conductors and insulators

Materials that allow electricity to pass through them are called electrical conductors. These include copper, aluminium, gold and silver. Materials that do not allow electricity to flow through them are called electrical insulators. These include glass, air, plastic and wood.

### Glossary

<b>borough</b>	A town or village that governs itself.
<b>capital</b>	A town or city where the government of the country is based.
<b>civil right</b>	A right that has been given to a person by the government's laws.
<b>climate</b>	The typical weather for an area, region or country.
<b>colony</b>	An area controlled by a powerful country that is often far away.
<b>indigenous</b>	Occurring naturally or originating in a particular place.
<b>landmark</b>	A landscape feature that is easily seen and recognised from a distance.
<b>Native American</b>	A member of one of the groups of people who were living in America before the Europeans arrived.
<b>physical feature</b>	An item on a landscape that has occurred naturally.
<b>president</b>	A person who has the highest position in a country that does not have a king or queen.
<b>reservation</b>	An area of land managed by a Native American tribe.
<b>state</b>	A part of a large country that has its own government.
<b>tribe</b>	A group of people who live together and share beliefs, customs and language.

# 1066

## Britain in 1066

In 1066, Edward the Confessor was the Anglo-Saxon king of England. After his death, his brother-in-law Harold Godwinson was crowned King Harold II, although several others also claimed the right to the throne.

## Potential kings



### Harold Godwinson

Harold was Edward the Confessor's brother-in-law and the most powerful Saxon earl. Harold's mother was related to the former king, Cnut the Great.



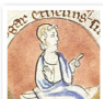
### William of Normandy

William was the second cousin of Edward the Confessor and the Duke of Normandy. William claimed Edward had named him as his successor.



### Harald Hardrada

Harald was a fierce Viking warrior and King of Norway. He claimed he was a descendant and successor of Cnut the Great.



### Edgar Ætheling

Edgar had the strongest claim to the throne. He was the grandson of a previous English king, Edmund I. However, he was in his early teens in 1066.

## Battle of Hastings

### Build-up to the battle

King Harold II's brother, Tostig, had gone to Norway to help the Viking king, Harald Hardrada, to take the throne of England. King Harold II's army fought against Harald Hardrada in a battle at Stamford Bridge in Yorkshire on 25th September 1066. After a long battle, King Harold II defeated Harald Hardrada. He marched his army to the south of England where William of Normandy and his troops had landed at Pevensey Bay.



### During the battle

King Harold II told his men to get ready for battle on Senlac Hill, Hastings on 14th October 1066. Both sides fought a hard battle. By the early evening, the battle was over. King Harold II and his brothers had been killed.



### After the battle

William was crowned King of England on Christmas Day 1066 and became known as William the Conqueror. The time of the Anglo-Saxons had ended and the Norman period began. King William took over the Saxon lands, introduced the French language and built many castles.

## Bayeux Tapestry

The Bayeux Tapestry tells the story of the Norman invasion and the Battle of Hastings in 50 different scenes. It is an embroidered cloth over 70m long and 50cm wide. The tapestry shows Duke William of Normandy sailing across the English Channel with his army and horses, the Battle of Hastings and the death of King Harold II. The tapestry is on display in the Bayeux Museum in northern France.



Part of the Bayeux Tapestry showing the death of King Harold II

## Castles

The Normans built motte and bailey castles all around Britain to protect their new country. These consisted of a mound of earth known as a motte, with a wooden or stone tower on top called a keep. An enclosed area at the bottom of the mound, the bailey, housed the stables, storehouses, bakeries and quarters for the soldiers. These castles were quick and cheap to build, but not very strong and they caught fire easily. The motte and bailey castles were soon replaced with stone castles. These were castles with tall, square keeps and thick walls that could hold off fierce enemy attacks.

## Events of 1066

5th January	The King of England, Edward the Confessor, dies.
6th January	Harold Godwinson is crowned King Harold II.
18th September	The Viking king of Norway, Harald Hardrada, invades the north of England and tries to claim the throne.
20th September	King Harold II sends some men to confront Harald Hardrada's troops outside York. King Harold II's men are defeated at the Battle of Fulford and King Harold II himself marches north with his troops to stop the Viking invasion.
25th September	King Harold II defeats Harald Hardrada at the Battle of Stamford Bridge. Harald Hardrada is killed. King Harold II marches his exhausted army south to stop the imminent invasion by William of Normandy.
28th September	William lands on the south coast of England.
14th October	The Battle of Hastings takes place between King Harold II and William of Normandy. William wins and King Harold II is killed.
Mid-October	After the Battle of Hastings, 15-year-old Edgar Ætheling is proposed as King of England by the Witan but there is no coronation to make it official.
25th December	William of Normandy is crowned King of England. He becomes known as William the Conqueror.

## Domesday Book

Between 1085 and 1086, William the Conqueror ordered a 'Great Survey' to find out who owned the land across England and parts of Wales. He also wanted to find out how much money could be raised in taxes. This information was recorded in the *Domesday Book*. Officials had to record how much land there was and the owner. The information was given to scribes and clerks who recorded it in the *Domesday Book*.



## After William the Conqueror

William the Conqueror died on 9th September 1087 while fighting in France. He had decided to make his second son, William Rufus, the next King of England instead of his oldest son, Robert. Robert and his friends were not happy about the situation because they thought Robert should be king. Robert's followers led two rebellions against William Rufus over the next eight years and they were defeated both times. William Rufus died in a hunting accident in 1100 and his younger brother, Henry, became King of England.



William Rufus (c.1050-1100)

## Glossary

Anglo-Saxon	The Germanic people who lived in England from the 5th century up to the Norman conquest.
bailey	The open area within the outer wall of a castle containing buildings necessary for castle life.
Bayeux Tapestry	An embroidered cloth that shows the events leading up to the Norman conquest of England.
brother-in-law	The husband of your sister or the brother of your husband or wife.
castle	A large, strong building built to defend the people inside from attack.
claim to the throne	To demand to be recognised as an individual who has a right to become the next king or queen of a country.
conqueror	Someone who has successfully taken over a country or its people.
Domesday Book	A written record, ordered by William the Conqueror, showing who owned the land in England and parts of Wales.
keep	The strong, central tower of a castle, acting as a final refuge.
motte	A raised mound or area on which a wooden or stone keep is built.
Norman	Belonging to or relating to the Normans, who were people from northern France.
rebellion	An action against those in authority.
Witan	The council of important and wise English noblemen summoned to advise the king.



## Vista

### Landscape art

Landscape is a genre of art that became popular during the eighteenth century. It originally showed only natural scenery such as mountains, valleys, trees, rivers and forests. More recently, landscape art has also included urban and industrial landscapes that are often referred to as cityscapes.



*Snowdon from Llyn Nantlle* by Richard Wilson, c1765–1767



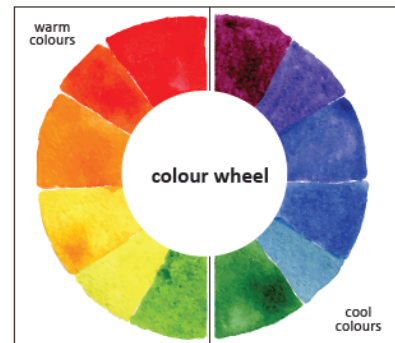
*Mountainous Landscape Behind Saint-Paul Hospital* by Vincent van Gogh, 1889



*Going to Work* by L.S. Lowry, 1943

### Warm and cool colours

The choice of colour an artist makes can create a feeling of warmth or coolness in a painting.



Red, orange and yellow are warm colours and remind people of heat, fire, blood and the Sun. Cool colours include purple, blue and green and remind people of water, shade and cold weather. Artists can use warm or cool colours to express moods and emotions.

cool colours

warm colours

### Shading techniques

Shading techniques such as cross-hatching, hatching, stippling and random lines can be used to add different tones to a landscape. Using lines that are thicker or closer together will create darker tones. Using lines that are thinner or further apart will produce lighter tones.



cross-hatching



stippling



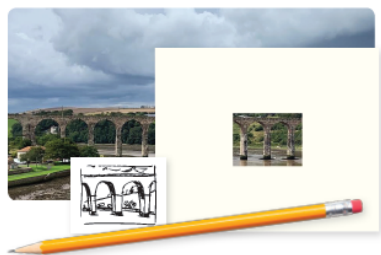
hatching



random lines

### Viewfinders

A viewfinder is a frame that isolates a small part of a landscape. The artist looks through the viewfinder and moves it around the scene until they find a part of the landscape they want to draw or paint.

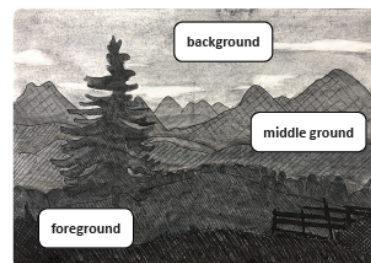


### Atmospheric perspective

Atmospheric perspective is a technique that creates depth in a landscape. The objects that are further away from the viewer are painted in lighter and sometimes blue tones. Objects that are closer to the viewer are painted in darker, stronger tones. A variety of shading techniques and watercolour or ink washes can be used to create different tones in a landscape.



A photograph showing atmospheric perspective.



Atmospheric perspective created using a variety of shading techniques.

### Glossary

<b>cross-hatching</b>	A drawing technique that uses groups of parallel lines, which usually overlap at a 90° angle, to add shade, tone and texture to a drawing.
<b>genre</b>	An artistic style that has a set of specific characteristics.
<b>hatching</b>	A drawing technique that uses a series of parallel lines to add shade, tone and texture to a drawing.
<b>landscape</b>	A view or picture of an area of land.
<b>scene</b>	A view or picture of a place, activity or event.
<b>stippling</b>	A drawing technique that uses dots to create areas of light and shade.
<b>technique</b>	An activity that requires skill to complete.
<b>tone</b>	A shade of a colour.
<b>wash</b>	A thin layer of watery paint.
<b>watercolour</b>	A paint, usually mixed with a large amount of water.

## Year Five: Off with Her Head

### Off with Her Head

#### The Tudors

The Tudor period began when Henry Tudor defeated King Richard III at the Battle of Bosworth in 1485. This ended the Wars of the Roses. Henry Tudor became King Henry VII after the battle and married Elizabeth of York in 1486. Their youngest son, Henry, went on to become King Henry VIII. After King Henry VIII died his nine-year-old son, Edward, became king for six years. Henry's daughter, Queen Mary I, then took the throne and ruled until her death in 1558. Henry's youngest daughter then became Queen Elizabeth I. The reign of the Tudors ended with the death of Queen Elizabeth I in 1603.



#### Henry VIII

Henry VIII was King of England from 1509 until he died in 1547. He is mostly remembered for having six wives and for breaking away from the Roman Catholic Church and the Pope. He was only 18 when he became king and was an attractive and educated man. He was also an excellent sportsman, author and composer. Later in his life, he became overweight and had various health problems. He was known as a cruel and selfish man. During his reign, Henry founded the Church of England and expanded the Royal Navy from five ships to 60.



#### Henry's six wives



##### Catherine of Aragon (1485–1536)

Henry and Catherine were married for 24 years and had one daughter, Mary. Their marriage was annulled in 1533 after Henry broke away from the Roman Catholic Church.



##### Anne Boleyn (c1501–1536)

Henry married Anne in 1533 and their daughter, Elizabeth, was born later that year. Anne was accused of treason and beheaded at the Tower of London in 1536.



##### Jane Seymour (1508–1537)

Henry married Jane Seymour three weeks after Anne was beheaded. Jane died 12 days after giving birth to their son, Edward.



##### Anne of Cleves (1515–1557)

Henry was persuaded to marry Anne after seeing her portrait. They married in 1540 but divorced after six months.



##### Catherine Howard (1521–1542)

Catherine Howard was a teenager when she married the 49-year-old king. Within two years, she was beheaded for treason.



##### Catherine Parr (1512–1548)

Henry married his last wife, Catherine Parr, in 1543. She looked after Henry until he died.

#### Henry's 'Great Matter'

In 1527, Henry decided he needed a divorce from Catherine of Aragon so that he could marry her young lady-in-waiting, Anne Boleyn. The only way to divorce Catherine was to break away from the Roman Catholic Church. This became known as the 'Great Matter'.

Thomas Cromwell, the king's chief advisor, helped Henry to break away from the Roman Catholic Church and persuaded parliament to make Henry the Head of the Church of England. This led to a period called the Reformation, where the Roman Catholic abbeys, monasteries and convents were closed, with all the money going to the king.



#### Anne Boleyn

Anne Boleyn was one of Catherine of Aragon's ladies-in-waiting. Henry married Anne in January 1533 after his divorce. Anne gave birth to a daughter, Elizabeth, in September 1533. Henry was disappointed not to have a son and blamed Anne. He decided to marry Jane Seymour and looked for ways to end his marriage to Anne. She was accused of being unfaithful to him, convicted and imprisoned in the Tower of London. On 19th May 1536, Anne was executed. Even though Henry VIII had sentenced her to death, she used her final moments to praise him:

*'...a gentler nor a more merciful prince was there never: and to me he was ever a good, a gentle and sovereign lord.'*



#### Henry VIII timeline

- 1491 28th June** Henry Tudor, later King Henry VIII, is born to King Henry VII and Elizabeth of York.
- 1502 2nd April** Arthur, Henry's brother, dies aged 15.
- 1509 21st April** Henry VII, dies. Henry VIII becomes king.  
**11th June** Henry marries Catherine of Aragon, his brother's widow.
- 1516 18th February** Princess Mary is born to Catherine of Aragon.
- 1533** After seven years, Henry breaks away from the Pope and the Roman Catholic Church so that his marriage to Catherine of Aragon can be annulled.  
**25th January** Henry marries Anne Boleyn.  
**7th September** Princess Elizabeth is born to Anne Boleyn.
- 1534 3rd November** Henry becomes Head of the Church of England.
- 1536** Roman Catholic monasteries, abbeys and convents are closed during the Dissolution of the Monasteries.  
**19th May** Anne Boleyn is executed for treason.  
**30th May** Henry marries Jane Seymour.
- 1537 12th October** Prince Edward is born to Jane Seymour. Jane dies 12 days later.
- 1540 6th January** Henry marries Anne of Cleves. The marriage lasts six months.  
**28th July** Henry marries Catherine Howard.
- 1542 13th February** Catherine Howard is executed.
- 1543 12th July** Henry marries Catherine Parr.
- 1547 28th January** King Henry VIII dies, aged 55.

#### Life at court

Henry VIII had over 60 homes and his favourite was Hampton Court Palace. Henry enjoyed showing off his wealth at court. It became a centre for his favourite things, including art, music, dance, poetry and tournaments. The richest and most important people in the country also lived at court. To show their wealth and impress the king, the courtiers wore expensive clothes made of silk, velvet and lace. They had to please the king, give him expensive gifts and flatter him. If they displeased him, they would be severely punished or even executed.



Hampton Court Palace

#### Hans Holbein

Holbein was a German artist and portrait painter. He travelled to England in 1532 with the backing of Anne Boleyn and Thomas Cromwell. In 1535, he became the King's Painter. Holbein painted many portraits of the royal family and the nobles. He was also asked to paint a picture of Anne of Cleves so Henry could decide if he wanted to marry her. Henry liked the portrait but the marriage only lasted six months because Anne didn't look as beautiful in real life as she did in her portrait.



Anne of Cleves by Hans Holbein

#### Glossary

<b>annulment</b>	A legal procedure in which something is no longer legally binding.
<b>Christianity</b>	A religion based on the Bible, the belief in God and the person and teachings of Jesus Christ.
<b>Church of England</b>	A Protestant branch of Christianity created by Henry VIII.
<b>divorce</b>	A legal or official process to end a marriage.
<b>English Reformation</b>	The breaking away of the Church of England from the authority of the Pope and the Roman Catholic Church during the 16th century.
<b>Protestantism</b>	The beliefs and activities of the Christian Church that separated from the Roman Catholic Church in the 16th century.
<b>reign</b>	The period that a monarch rules.
<b>Roman Catholicism</b>	The beliefs and activities of the Roman Catholic Church, a branch of Christianity headed by the Pope.
<b>Tower of London</b>	A fortress in London used for many purposes, including a prison and execution ground.
<b>treason</b>	The crime of betraying your country and going against the ruler or government.
<b>Tudor</b>	Relating to the Tudor line of rulers who held the throne from 1485 until 1603.
<b>Wars of the Roses</b>	A series of wars between the House of Lancaster and the House of York for control of the throne of England.



# Year Five: Pharaohs

## Pharaohs

### Egypt

Egypt is in the north-east corner of Africa and is well-known for its ancient history and culture. Much of Egypt is covered in desert and there is very little rain. The Nile is the main river that flows through Egypt.



### Life in ancient Egypt

The Nile played an important part in the daily life of the ancient Egyptians. It provided water, food, transportation and excellent soil for growing food. The people of ancient Egypt built cities, temples, palaces and pyramids on both sides of the river and created a great civilisation. The Egyptian people were ruled by a pharaoh. Pharaohs were the richest and most powerful kings or queens and were believed to be messengers of the gods. The rest of the people were organised into a very strict hierarchical system of viziers; nobles; scribes; priests; farmers, craftspeople and soldiers; peasants and slaves.

### Famous pharaohs

#### Khafra, c2558–2532 BC

Khafra was responsible for the building of Giza's second pyramid and his face is believed to be the model for the Great Sphinx that guards the pyramids.



#### Thutmose III, c1479–1425 BC

Thutmose is thought to be one of the greatest rulers of ancient Egypt. He was very young when he became king, so Hatshepsut ruled in his place until her death in 1458 BC.



#### Hatshepsut, c1473–1458 BC

Hatshepsut was one of Egypt's most successful female pharaohs and was responsible for the building of a temple at Deir el-Bahri.



#### Tutankhamun, c1336–1327 BC

Tutankhamun became pharaoh when he was only eight or nine years old and Egypt's old religion was restored during his rule.



#### Ramesses II, c1279–1213 BC

Ramesses had many monuments built, such as the temples at Abu Simbel and Nubia. He was also known as Ramesses the Great.



#### Cleopatra VII, c51–30 BC

Cleopatra was the last pharaoh of Egypt and ruled with the help of two Roman leaders, Julius Caesar and Mark Antony.



### Egyptian gods

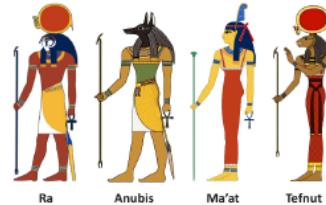
Ancient Egyptians believed that many different gods and goddesses controlled the world. They were thought to look like humans and animals and each god represented a different aspect of life in ancient Egypt. The Egyptians performed rituals and built temples to honour the gods.

**Ra** was the most important Egyptian god. He was the god of the Sun and was thought to be reborn every morning.

**Anubis** was the god of embalming and the dead. He had the head of a jackal and the body of a man.

**Ma'at** was the goddess of truth, justice and harmony. She symbolised the balance of life on Earth.

**Tefnut** was the goddess of moisture and the mother of the sky and the Earth. She had the head of a lioness.



### Hieroglyphics

Ancient Egyptian writing is called hieroglyphics.

Hieroglyphics use pictures to represent different objects, sounds, actions and ideas. Each character is known as a hieroglyph. There are more than 700 hieroglyphs. In 1799, a stone carving called the Rosetta Stone was found in Egypt. The Rosetta Stone had the same writing on it in three different languages and helped a Frenchman, Jean-François Champollion, to read hieroglyphics.

### Discovery of Tutankhamun's tomb timeline

1922

<b>1st November</b>	Carter and his team begin their first season working in the Valley of the Kings.
<b>4th November</b>	A boy carrying water for the workers discovers the steps to a tomb by accident.
<b>5th November</b>	Carter realises the steps lead to a royal tomb when he uncovers a special stamp.
<b>6th November</b>	Carter sends a telegram to Lord Carnarvon to tell him about the tomb and invites him to visit.
<b>24th November</b>	Lord Carnarvon and his daughter, Lady Evelyn Herbert, arrive to join Carter and his team.
<b>25th November</b>	The door to the tomb is removed and the team enter.
<b>26th November</b>	Carter enters a second doorway and discovers strange animals, statues and gold. Carter's team also discover objects that tell them about ancient Egyptian daily life in another room. They begin to remove items from the tomb. This takes seven weeks.
1923	
<b>17th February</b>	The team begin taking apart a third door. They discover the burial chamber of Tutankhamun.

### Discovery of Tutankhamun's tomb

A wealthy Englishman, Lord Carnarvon, was interested in ancient Egypt. He paid for an archaeologist called Howard Carter and a team of workers to carry out excavations in the Valley of the Kings on the west bank of the Nile, where they discovered Tutankhamun's tomb. It took Carter and his team 10 years to remove over 3000 items from the tomb. After the discovery, a series of strange events occurred, including the death of Lord Carnarvon. Many people believed a curse had been placed on Carter's team for disturbing the tomb.



Howard Carter examining the tomb of Tutankhamun.

### Afterlife

One of the key beliefs in ancient Egypt was that when a person died, their spirit would live again in the afterlife. The ancient Egyptians had special rituals to prepare the body, and the dead were buried with possessions that would help them in the afterlife, such as food, drink, clothes and treasures. The pharaohs had huge tombs built to house their bodies and possessions. These tombs are the famous Pyramids of Giza that are guarded by a sphinx.

### Glossary

<b>archaeologist</b>	A person who studies the lives of people who lived in the past.
<b>afterlife</b>	A world the ancient Egyptians believed they would travel to after death.
<b>curse</b>	A statement or warning supposed to inflict harm on someone or something.
<b>Giza</b>	A place in Egypt where large pyramids and the Great Sphinx were built.
<b>hierarchy</b>	A system where members of a society are ranked according to their status.
<b>hieroglyphics</b>	A method of writing used by the ancient Egyptians that used pictures to represent objects, sounds, actions and ideas.
<b>pyramid</b>	A huge, stone tomb built for the wealthy pharaohs of Egypt.
<b>ritual</b>	A fixed set of words or actions that are performed over time, usually as part of a ceremony.
<b>Rosetta Stone</b>	A stone with Greek and Egyptian writing on it, which helped historians to unlock and understand the code of hieroglyphics.
<b>sphinx</b>	A fictional creature with the body of a lion and the head of a pharaoh or god.
<b>tomb</b>	A stone structure or underground room where someone is buried.
<b>Valley of the Kings</b>	A valley in Egypt where many tombs were built.
<b>vizier</b>	An official who was of high importance and served the pharaoh.

# Year Five: Sow, Grow and Farm

## Sow, Grow and Farm

### Farming in the UK

Farming is the business of growing crops and rearing livestock. Up to 70% of the land in the UK is used for farming. There are three main types of farming in the UK. These are arable, pastoral and mixed.



Arable farming is growing crops, such as cereals and vegetables.



Pastoral farming is rearing animals, such as cows and sheep.



Mixed farming is both growing crops and rearing animals.

The type of farming depends on the climate, the quality of the soil and the topography of the area. For example, the flat, nutrient-rich land in the east of England is perfect for arable farming, whereas the wet and windy hills of central Wales are most suited to pastoral sheep farming.

### Allotments

Allotments are small pieces of land that individuals can rent to use for growing fruit, vegetables and flowers. The location of allotments in the local environment depends on many factors, including soil quality, drainage, transport links, availability of water and local facilities.



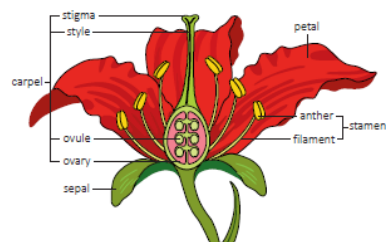
During the Second World War there were food shortages and rationing. The Dig for Victory campaign encouraged people to grow fruit and vegetables on open land, increasing the number of allotments by over 70%.



### Plant life cycles

Plants can reproduce in one of two ways. Firstly, by sexual reproduction where two parent plants are needed, and the offspring are genetically different to either parent. Secondly, by asexual reproduction where only one parent plant is needed, and the new plants are genetically identical to that parent. Some plants can reproduce in either way.

Flowers are needed for sexual reproduction. Flowers have both male and female parts. Pollen from the male stamen gets transferred to the female carpel in a process called pollination. Following pollination, the ovules are fertilised and seeds are produced.



### Modern farming techniques

Some farmers use modern farming practices, including new machinery, technology and scientific discoveries, to produce more food. Whilst this has increased food production there have also been some negative effects on the environment.

Modern farming techniques include chemical pesticides, synthetic fertilisers and irrigation technologies.



Sow, Grow and Farm  
Generic Knowledge organiser  
Page 1 of 2

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## Climate zones

The world is divided into five main climate zones. These are areas of similar average temperature and average rainfall.



The **polar zone** is cold and dry with long, dark winters. Average temperatures are 0°C to -47°C.



The **temperate zone** has warm summers, cool winters and year-round rainfall. Average temperatures are 0°C to 20°C.



The **desert zone** is hot year-round and has very little rainfall. Average temperatures are 35°C to 40°C.



The **tropical zone** has a wet season and a dry season. It is hot and humid. Average temperatures are 20°C to 30°C.



The **equatorial zone** has high humidity and heavy rainfall. It has consistent year-round temperatures of 25°C to 35°C.

## North and South America

The continents of North and South America can be divided into environmental regions based on their physical features, climate and soil types. The characteristics of these environmental regions determine which type of farming will thrive in that area.

### Citrus farming in California

The climate in California, on the west coast of North America, is hot and sunny in the summer and mild in the winter. The soil is fertile and well drained. This suits the growing of citrus fruits, particularly oranges. Several different types of orange are grown and sold in the United States or transported around the world.



orange grove

### Coffee growing in Peru

Peru, in South America, has a cool to warm, tropical climate with frequent rainfall and rich soil. This makes ideal growing conditions for coffee. Growing and processing coffee is a difficult and time-consuming task because most of the work is still done by hand. The Fairtrade Foundation offers training to farmers to improve how they process coffee, so they can earn a better living.



coffee plant

## Food miles

Consumers in the UK have come to expect that they can buy most foods all year round, regardless of the growing season. This means that some foods are transported from where they are grown to where they are eaten. The distances food travels is known as food miles. However, this movement of goods means more energy is being used to transport the food and keep it fresh, which can add to pollution and contribute to climate change.

## Glossary

<b>carpel</b>	The female part of a flower, consisting of the stigma, style, ovary and ovules.
<b>climate</b>	The general weather conditions found in a place over a period of time.
<b>fertiliser</b>	A natural or chemical substance that is spread on the land or given to plants to make them grow successfully.
<b>irrigation</b>	The practice of supplying land with water so that crops and plants will grow.
<b>livestock</b>	Animals and birds that are kept on a farm, such as cows, sheep or chickens.
<b>pesticide</b>	A chemical substance used to kill animals and plants that are harmful to crops.
<b>stamen</b>	The male part of a flower, consisting of a thin stem, called the filament, and the anther that is covered with pollen.



Sow, Grow and Farm  
Generic Knowledge organiser  
Page 2 of 2

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# Year Five: Firedamp and Davy Lamp

Knowledge organiser

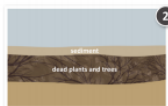
## Firedamp and Davy Lamps

### How coal is formed

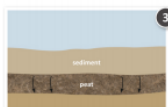
Coal is a type of fossil fuel formed from dead plants and trees that lived around 300 million years ago.



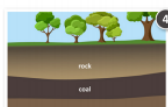
1 The remains of dead plants and trees sink to the bottom of a swamp and are covered by a layer of sediment.



2 The sediment squashes the remains of dead plants and trees together to make peat.



3 More layers of sediment cover and squash the peat, which is now deep in the Earth.



4 Over millions of years, the sediment turns to rock and the peat turns to coal.

### Coal mining

Coal has been used since Roman times. At first, coal was collected from drift mines where it was available near the surface. As this coal was used, miners dug further down through the Earth's surface. Deep mineshafts were sunk in the Victorian era to access large amounts of coal in coal seams. Coal seams are found in bands across the British Isles, mainly in the Pennines, South Wales and the Midland Valley of Scotland. Since the 1700s, machinery has been used to allow miners to work deep underground.



Key:  
■ coal seams

### Need for coal

The Industrial Revolution started in about 1760. Engineers designed machines that made products much faster and more cheaply than by hand. Many of these machines were powered by steam engines that used huge amounts of coal. The British coal industry became incredibly important as it provided fuel to power iron and steel works, mills, factories and railways, as well as providing heat at home.



### Coal mining during the Industrial Revolution

During the Industrial Revolution, miners worked long hours in cramped spaces that were sometimes only 60–120 cm high. Miners worked in complete darkness unless they could afford a candle or lamp. Sometimes, entire families worked in the mines, including children. In 1842, the law was changed to make it illegal for women and girls to work underground, and boys under the age of 10.



### Health, safety and disasters

Mining was a very dangerous job during the Industrial Revolution. Over 1000 miners were killed every year in accidents underground. Pockets of gas deep underground suffocated miners and caused explosions that killed hundreds of people. Collapsing tunnels and flooding were also dangerous and the thick coal dust that miners inhaled caused chest infections, asthma, pneumonia and silicosis. Over time, laws were passed to improve working conditions for miners and provide regulations for mine owners to follow. Safety equipment, including the Davy lamp, was also introduced.

Firedamp and Davy Lamps

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### Timeline of coal mining since the Industrial Revolution

- 1760** The Industrial Revolution begins and coal mining expands.
- 1816** The Davy lamp is used for the first time.
- 1842** The Mines and Collieries Act is passed.
- 1866** An explosion at the Oaks Colliery kills 388 people.
- 1911** Canaries are used to detect gas for the first time.
- 1914** The government takes control of coal mining to help the war effort.
- 1924** Pithead baths and canteens come into general use.
- 1926** The General Strike begins.
- 1943** Bevin Boys work in coal mines during the Second World War.
- 1945** The National Union of Mineworkers is formed.
- 1950** Coal mining in the UK begins to decline.
- 1972** The National Union of Mineworkers strike against wage cuts.
- 1984** The National Union of Mineworkers strike against pit closures.
- 2015** The last deep coal mine in the UK closes.
- 2017** Britain goes a full day without using coal power for the first time since the Industrial Revolution.

### Coal and war

Miners were recruited into the army during the First World War because they were able to use their skills to dig trenches that went under enemy lines. However, this caused a lack of miners in the UK, which led to coal shortages and rationing. During the Second World War, government minister Ernest Bevin introduced a 'no choice' lottery. This meant that one in 10 conscripted men were sent to work in the mines. They were known as the Bevin Boys.



### General Strike 1926

In 1926, British miners went on strike because mine owners wanted them to work longer hours for less money. People from other industries supported the miners, which caused massive disruption. The miners returned to work nine days later.

### End to mining in the UK

The British coal mining industry went into decline in the 1950s. Coal imported from abroad was cheaper, and gas and oil were replacing coal as cleaner sources of power. In 1984, 187,000 miners went on strike to protest against the government's plans to close 20 mines. After a year, the strike ended and many miners went back to work. The last deep mine in the UK, Kellingley Colliery in North Yorkshire, closed in 2015.

### Glossary

<b>colliery</b>	A coal mine, its buildings and machines.
<b>Davy lamp</b>	A safety lamp designed to be used in mines to reduce the risk of fires or explosions.
<b>fossil fuel</b>	Natural fuels, such as coal or gas, that were formed millions of years ago from animal and plant remains.
<b>general strike</b>	A strike that includes workers from all or most industries.
<b>Industrial Revolution</b>	A period of time when more work was done by steam-powered machines than by hand.
<b>natural gas</b>	A flammable fuel that is found underground.
<b>non-renewable energy</b>	A source of energy that comes from fuels that cannot be replaced once it has been used, such as oil, coal and gas.
<b>renewable energy</b>	A source of energy that can be produced as quickly as it is used, such as wind or solar power.
<b>sediment</b>	Stones and sand grains that form a soft, wet substance.
<b>strike</b>	To refuse to work as a form of protest against an employer, usually due to working conditions, pay or job losses.

Firedamp and Davy Lamps

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## Fallen Fields

### First World War 1914–1918

#### Before the war

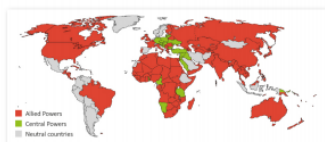
In the early 1900s, Britain was one of the world's most powerful nations and had a large empire. British politicians wanted to avoid war and there had been a period of peace in Europe. However, Germany was becoming a cause for concern, ruled by an ambitious **kaiser** who was envious of Britain's military strength.

#### Causes of war

The First World War started after the **assassination** of Archduke Franz Ferdinand in Sarajevo on 28th June 1914. However, other factors, including **imperialism**, **nationalism**, **militarism** and **alliances** between countries, also contributed towards war breaking out.

#### Warring countries

The war was fought between two groups: the **Central Powers** (Germany, Austria-Hungary, Bulgaria and the Ottoman Empire) and the **Allied Powers** (Serbia, Russia, France, Great Britain, Italy, Belgium and the United States of America). The USA joined the Allies in 1917. Some countries remained neutral during the war.



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#### Becoming a soldier

When war broke out, the army needed soldiers. Initially, men did not have to fight but were persuaded to join by **propaganda**. Later on, **conscription** was introduced meaning that men aged 18–41 had to join the army. Hundreds of thousands of men were sent to battlefields in places such as northern France and Belgium.



#### Life in the trenches

Soldiers on both sides dug deep, narrow ditches called **trenches** in the ground to hide from enemy attack. Soldiers lived in the trenches for weeks at a time and thousands were killed in battle. Trench conditions were terrible. They were smelly, muddy and infested with lice and rats. The soldiers did not get much sleep and were woken to complete daily chores or fight. During rest time, soldiers wrote letters and sometimes played card games.

#### Weapons and technology

During the First World War, both sides used a combination of weapons such as **artillery**, poison gas, tanks and aircraft. Some of these, like poison gas and tanks, were newly-invented and being used for the first time. Poison gas was one of the most feared weapons of the war and was fired into the trenches inside shells. Its effects included vomiting, sore eyes, blistering skin and internal and external bleeding.

#### Life on the home front

The war changed people's lives at home in Britain. **Rationing**, bombing and strikes by discontented workers made life difficult for people living on the **home front**. New jobs were created to help with the war effort, including jobs for women that had previously been done by men, such as working in **munitions** factories. Children were also expected to help with the war effort by doing jobs around the home. Some men refused to fight for moral reasons. They were known as conscientious objectors and were often treated harshly.

#### The end of the war

The war ended in 1918 at 11 am on the eleventh day of the eleventh month. Germany signed an **armistice**, an agreement for peace, that had been prepared by Britain and France. The Allies celebrated the end of the war, and in London, a huge crowd gathered in Trafalgar Square. On the 28th June 1919, exactly five years after the assassination of Archduke Franz Ferdinand, Germany and the Allied Powers signed a peace treaty called the Treaty of Versailles.

#### Remembrance

The poppy is a symbol of remembrance. During the First World War, poppies grew on barren land such as old battlefields. A Canadian doctor called Lt Col John McCrae was inspired by the sight of the poppies to write a famous poem called *In Flanders Fields* after his friend died at Ypres. After the war, the poppy became an official symbol of remembrance.

Fallen Fields

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## First World War timeline

<b>1914</b>	
<b>28th June</b>	Archduke Franz Ferdinand is assassinated in Sarajevo
<b>28th July</b>	Austria-Hungary declares war on Serbia and Russia mobilises its troops
<b>4th August</b>	Germany invades Belgium and Britain declares war on Germany
<b>6th–10th September</b>	First Battle of Marne
<b>19th October – 22nd November</b>	First Battle of Ypres
<b>24th–25th December</b>	Christmas truce
<b>1915</b>	
<b>17th February</b>	Battle of Gallipoli begins
<b>22nd April</b>	German forces launch their first gas attack near Ypres, Belgium
<b>7th May</b>	A German submarine sinks the British passenger ship, RMS <i>Lusitania</i>
<b>31st May</b>	London suffers first German Zeppelin attack
<b>1916</b>	
<b>9th January</b>	Battle of Gallipoli ends
<b>21st February – 18th December</b>	Battle of Verdun
<b>2nd March</b>	Conscription for unmarried men aged 18–41 is introduced in Britain
<b>25th May</b>	Conscription for married men aged 18–41 is introduced in Britain
<b>31st May – 1st June</b>	Battle of Jutland
<b>1st July – 18th November</b>	Battle of the Somme
<b>15th September</b>	Britain deploys the first ever tank used in warfare
<b>7th December</b>	David Lloyd George becomes the British prime minister
<b>1917</b>	
<b>6th April</b>	USA joins the war to support the Allies
<b>17th July</b>	The Royal Family change their surname to Windsor to appear more British
<b>31st July – 10th November</b>	Third Battle of Ypres, also known as the Battle of Passchendaele
<b>1918</b>	
<b>January</b>	Compulsory food rationing is introduced in stages in Britain
<b>1st April</b>	The Royal Air Force (RAF) is formed in Britain
<b>8th – 11th August</b>	Battle of Amiens
<b>August</b>	Allies force the German army to retreat
<b>9th November</b>	Kaiser Wilhelm II abdicates as ruler of Germany
<b>11th November</b>	Armistice is signed between France, Britain and Germany
<b>1919</b>	
<b>28th June</b>	Treaty of Versailles is signed, formally ending the war

## Glossary

<b>alliances</b>	Groups of countries that promise to protect and support each other.
<b>Allied Powers</b>	Also referred to as the Allies. Serbia, Russia, France, Great Britain, Italy, Belgium and the USA.
<b>armistice</b>	An agreement made by both sides in a war to stop fighting for a certain time.
<b>artillery</b>	Large, heavy guns used in land warfare.
<b>assassination</b>	The killing of a prominent person, often for political or religious reasons.
<b>Central Powers</b>	Germany, Austria-Hungary, Bulgaria and the Ottoman Empire.
<b>conscription</b>	Compulsory enlistment for state service, typically into the armed forces.
<b>home front</b>	The everyday life and activities of civilians living in a country at war.
<b>imperialism</b>	A desire to conquer other countries through colonisation, use of military force, or other means.
<b>kaiser</b>	The German emperor.
<b>militarism</b>	The belief that it is important to have strong armed forces and that they should be used to gain land and political power.
<b>munitions</b>	Military weapons, ammunition, equipment and stores.
<b>nationalism</b>	The belief that a person's home country is better and stronger than others.
<b>propaganda</b>	Information, especially biased or misleading, used to promote a political cause or point of view.
<b>rationing</b>	A system allowing each person to have only a fixed amount of food.
<b>trenches</b>	Long tunnels dug into the ground to protect soldiers from attack.

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## A Child's War

### The Second World War

The Second World War lasted from 1939 to 1945. On one side were the Axis Powers (including Germany, Italy and Japan). On the other side were the Allied Powers (including Britain, France, the Soviet Union and the USA). After six years of fighting, the Allied Powers won. Children, as well as adults, were affected by the war.

### Key leaders

#### Allied leaders



**Winston Churchill**  
Prime Minister of Great Britain



**Charles de Gaulle**  
President of France



**Joseph Stalin**  
Leader of the Soviet Union



**Franklin D. Roosevelt**  
President of the United States

#### Axis leaders



**Adolf Hitler**  
Leader of Germany



**Benito Mussolini**  
Prime Minister of Italy



**Michinomiya Hirohito**  
Emperor of Japan

### The Blitz

The intense and sudden bombing of British cities was called the Blitz. Sirens were sounded in the streets to warn civilians that bombers were coming. To escape the bombs, people went into air raid shelters. Weeks of sustained bombing raids killed thousands of people and destroyed many homes and cities.

### Air raid shelters

Many people built air raid shelters, called Anderson shelters, in their gardens. These were made from corrugated steel panels with soil spread over the top. Some people, who didn't have gardens, made a Morrison shelter inside their homes. This shelter looked like a steel table with wire mesh around the sides.



### Propaganda

Posters, radio, films and newspapers were used during the war to keep up people's spirits, celebrate Allied victories and make fun of the enemy. This was called propaganda. Propaganda was also used to persuade people to do what the government wanted, such as carry a gas mask, grow vegetables, make or mend clothes and evacuate children from the cities to the countryside.

### Food and rationing

During the war, there was a shortage of some foods because ships bringing food into Britain were at risk of sinking by German submarines. Rationing was introduced in 1940, which meant that each person could only buy fixed amounts of certain foods each week. Every person was issued with a ration book, and they had to hand over coupons from their ration book, as well as money, when they went shopping. Many foods were rationed, such as butter, bacon, sugar, meat, cheese and milk, but some were not, including potatoes and fish. People were encouraged to grow their own vegetables through the 'Dig for Victory' campaign.

### Battle of Britain

The Battle of Britain started in July 1940 and lasted for many months. The German air force bombed Britain in an attempt to destroy Britain's Royal Air Force so they could prepare to invade Britain by sea. However, the Royal Air Force shot down many German planes and stopped Hitler's planned invasion of Britain.



Spitfires were used in the Battle of Britain.

### Evacuation

During the war, German planes dropped bombs on British cities in an attempt to destroy factories, dockyards and airfields but homes and schools were also hit. The government decided to evacuate children from the cities, where they might be in danger, to the countryside where they would be safer. Children who were evacuated were called evacuees. They went to live with other families who looked after them until the war ended.

### Second World War timeline

#### Before the Second World War

**1934 19th August** Adolf Hitler, the leader of the Nazi party, becomes the leader of Germany.

**1936 March** German troops break the Treaty of Versailles when they occupy the Rhineland.

**1938 12th March** Austria becomes part of the German Empire, which is known as the Third Reich.

#### During the Second World War

**1939 1st September** The Second World War begins when Germany invades Poland.

**September** In the first three days of evacuation, 1.5 million children and vulnerable adults leave British cities.

**1940 8th January** Rationing starts.

**10th July–31st October** The Battle of Britain takes place.

**7th September** The Blitz begins.

**1941 10th May** The Blitz ends.

**7th December** Japanese planes bomb the American naval base at Pearl Harbour in Hawaii, leading to the United States entering the war.

**1944 6th June** Allied troops land in Normandy, France to free western Europe from German control (D Day).

**1945 January** Allied forces begin to free prisoners of war from German concentration camps.

**30th April** Adolf Hitler commits suicide.

**8th May** Germany surrenders. The Second World War in Europe ends (Victory in Europe Day).

**26th July** Clement Attlee replaces Winston Churchill as Prime Minister of Great Britain.

**15th August** Japan surrenders (Victory over Japan Day). The Second World War ends.

#### After the Second World War

**1945 24th October** The United Nations is created to make sure a world war doesn't happen again.

**1954 4th July** Rationing ends in Britain.

### Anne Frank

Anne was a German Jew who wrote a diary about her experiences during the war. When the Nazis gained control over Germany, Jews were persecuted and transported to concentration camps, so Anne moved with her family to Amsterdam in the Netherlands. When the Germans then invaded the Netherlands, Anne and her family went into hiding in a concealed room in her father's work building. Her famous diary tells her story while in hiding.



### Glossary

**Allied Powers** Countries (including Britain, France, the Soviet Union and the USA) that united to fight the Axis Powers.

**Axis Powers** Countries (including Germany, Italy and Japan) that united to fight against the Allied Powers.

**civilian** A person who was not in the police or armed forces.

**concentration camp** A place where large numbers of people, especially Jews, were held and often killed.

**evacuee** A child or vulnerable adult who was sent away from a city to live in the countryside, which was considered safer.

**invade** To enter or occupy a country by force.

**Nazi** A follower of Adolf Hitler, leader of the Nazi party.

**persecute** To treat someone cruelly or unfairly.

**propaganda** Biased news, media and communication, used to influence people's opinions.

**rationing** The limited supply of food, clothes and other goods to prevent shortages.

**Rhineland** An area of western Germany that runs along the River Rhine.

**Treaty of Versailles** A peace treaty signed in 1919 that punished Germany for the First World War.

# Year Six: Hola Mexico!

## Hola Mexico!

### This is Mexico!

Mexico is located in the south of the continent of North America. It has a diverse landscape that includes mountains, rainforests and deserts. This means that its climate is also very varied and there are a wide range of plants and animals found there, including many types of cacti and over 700 species of reptile. Some people live in rural communities and others live in large cities. Mexico City is the capital of Mexico. It is home to nearly nine million people, with a vibrant, diverse population and a rich cultural heritage.



Mexico City and the Popocatepetl volcano

### Chihuahuan Desert

The Chihuahuan Desert is one of the largest in North America. It covers parts of Texas, New Mexico, Arizona and Mexico. Winters are cool and summers are extremely hot. There is very little rainfall, but the Rio Grande River runs through the desert and provides water for the animals, plants and people who live there. The Chihuahuan Desert is said to have more species of cacti than any other desert. Shrubs and cacti, such as Mormon tea and prickly pear, are found in the desert. There are many different animals, such as the pronghorn antelope and kit fox, that thrive in the desert.

### Festivals and celebrations

Mexican people celebrate many different festivals and special days across the year. They are a central part of Mexican culture and may involve music, food, dancing and special clothes.

#### Día de la Independencia (Independence Day)

This festival celebrates the start of Mexico's fight for independence from Spain in 1810. On 15th September, the President of Mexico rings a bell in the National Palace in Mexico City then shouts, 'Viva Mexico!' from the balcony. The Mexican flag is waved, and people sing the national anthem. The following day, banks, schools, offices and many businesses close and there are parties and parades for everyone to enjoy.

#### Día de los Muertos (Day of the Dead)

This festival takes place during the first two days of November. It is a positive celebration to remember loved ones who have died. Families set up brightly decorated altars with photographs of the deceased. Relatives place their loved ones' favourite foods on altars and skeleton costumes and skull decorations are popular.



#### Fiesta de Santa Cecilia (Festival of Saint Cecilia)

Mexicans celebrate Saint Cecilia, the patron saint of musicians, on 22nd November. Musicians take part in open-air concerts and people celebrate with food and drink. Over 500 musicians perform a song called *Las Mañanitas* that is dedicated to Saint Cecilia.

### Food

Food plays an important part in Mexican culture. Many Mexican foods can be traced back thousands of years to the Aztecs or Maya and some contain flavours from other countries, including Spain. Traditional Mexican foods include chocolate, corn tortillas, avocados and beans. Popular Mexican dishes may contain a mixture of these ingredients, such as enchiladas, guacamole or churros with chocolate.



### Music

Music and dance are essential to the culture of Mexico. Each region of Mexico has traditional dances that are accompanied by music and feature colourful costumes. One well-known type of music is mariachi, which is performed by a group of musicians playing violins, trumpets and guitars. A traditional Mexican song is *La Cucaracha*, which means 'The cockroach'.



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### Maya

The Maya were a group of indigenous people who lived in Mexico and other parts of Central America over 3000 years ago. The Maya were experts in farming, pottery, writing and maths. Around AD 900, the Maya civilisation began to decline, and the people moved into small villages, rather than staying in the great cities they had built. There are still some Maya people today who follow the lifestyle, language and traditions of the ancient Maya.

#### Maya calendar

The Maya created a calendar that was based on their understanding of maths and astronomy. It was highly complex and used three different calendars to record the days, months and years.

#### Maya ball game

The Maya played a ball game called *ulom* on a long, stone-lined court. Teams would compete to get a large, rubber ball through a stone ring using their knees, elbows or hips. The leader of the losing team was killed after the game.

#### El Castillo

El Castillo is a Maya temple in Chichén Itzá. During the spring and autumn equinox, the Sun casts a shadow that slithers down the steps of the temple like a snake.



El Castillo in Chichén Itzá, Mexico

### Maya timeline

- 3114 BC** The Maya calendar begins.
- 1000 BC** Maya settlements develop.
- 750 BC** Large stone structures are built in Maya cities.
- 600 BC** The Maya create a settlement at Tikal that later becomes a major city.
- 300 BC** The Maya begin to use a monarchy government and develop a writing system known as glyphs.
- 100 BC** The largest known ancient city in the Americas, Teotihuacan, is founded in the Valley of Mexico.
- 250 AD** The Maya become one of the most significant civilisations. They dominate Central America.
- 900 AD** The Maya civilisation begins to mysteriously decline. People begin to live in smaller villages and abandon the great Maya cities.
- 1200** The Maya abandon their northern cities.
- 1400** The surviving Maya suffer a period of warfare, natural disasters and disease.
- 1500** Spanish explorers take land and wealth from the remaining Maya.

### Glossary

<b>civilisation</b>	A well-organised and developed society.
<b>climate</b>	The weather in a particular place over a period of time.
<b>culture</b>	The lifestyle of a group of people or a society.
<b>diverse</b>	Very varied or different.
<b>equinox</b>	A time when the length of the day and night are the same.
<b>festival</b>	A celebration or special event held to mark a particular occasion.
<b>heritage</b>	Traditions, languages or buildings from the past that are important to a particular society.
<b>indigenous</b>	People, plants or animals that originated in a place.
<b>landscape</b>	A large area of land.
<b>patron saint</b>	A holy person who is specially chosen as a protector over a person, place, object or activity.
<b>region</b>	A geographical area with its own unique features or characteristics.
<b>tradition</b>	An activity, custom or belief that people have continued to follow for a long time.

# Year Six: Inuit

## Inuit

### Inuit art

The Inuit are indigenous people who live in the Arctic region, an area that includes Alaska, Canada and Greenland. Artwork made by the Inuit includes pictures, carvings, sculptures and prints. Animals, cultural myths and legends are the main sources of inspiration.

Inuit carver at work

### Inuit carvings

The Inuit have a long tradition of being expert carvers. Carvings include tools, weapons and decorative items, such as animals and figurines. Common materials used in Inuit carving include bone, ivory, stone and wood. The carvings can be in a variety of sizes and colours.



walrus soapstone carving



owl carving

### Inuit printing

Printmaking is a more recent addition to Inuit art, starting in the late 1950s with the help of James Houston, a Canadian artist and government administrator. At first, stonecuts were used to print images. Later, stencils were used.



James Houston, Cape Dorset (Kinngait), Nunavut, 1960



Return of the Sun, an Inuit print on a stamp, c1960

### Stencil technique

A stencil is a sheet of paper, card, plastic or metal into which shapes, patterns or pictures are cut. Paint or ink is applied over the cut out design to create an image on the surface below. Inuit artists use stencils to add detail to stonecut prints or to make several versions of their original drawings.



stencilling

### Significant artists

Today, Inuit artwork is extremely popular. It is displayed in art galleries and sold all over the world. Famous Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetok and Pitseolak Ashoona.

### The Enchanted Owl

In 1960, Inuit artist Kenojuak Ashevak made a print of an owl called *The Enchanted Owl*. It features a stylised owl with a spotted body and long, fanning feathers and was made using a stonecut on paper printing technique. The design became a commemorative stamp for Canada in 1970.



artist's impression of *The Enchanted Owl*

### Glossary

**carving** A shape or pattern cut into wood or stone.

**indigenous** Naturally existing in a place or country.

**printing** A technique that allows an image to be accurately reproduced multiple times.

**stylised** An exaggeration of colour, pattern or shape.

**stonecut** A printing technique that uses a flattened stone block that is carved and coated with ink to make a print.