

A Journey Through France

Geography

I can define and begin to use the terms longitude and latitude as well as correctly use the terms Tropics of Cancer/Capricorn, hemisphere, equator and Arctic/Antarctic Circle when describing where a place is

I can use the terms global, national and local to describe scale and refine further if it is local.

I can understand the different purposes a map can have and begin to use them for the correct task.

I can explain how and why France has changed by referring to physical processes, features and human activity.

I can interpret a physical map to describe the terrain of a place naming any mountain ranges, deserts, etc.

I can create a thematic map of a region in Europe using given data and a key template.

I can explain the effect of commercial and industrial activity on the environment and how it can be improved.

I can begin to understand and use 6 figure grid references to find and describe the location of places.

I can explain why people might have different viewpoints on a place based on their experience/reason for being there.

I can describe the route a vehicle would take to get from Paris to Provence (Moustiers-Sainte-Marie).

I can compare Paris to Provence (Moustiers-Sainte-Marie) using a range of sources giving some reasons why they are similar or different.

I can understand the effect of commercial and industrial activity on the environment and how it can be improved.

Art and Design

I can compare and offer personal opinions about two styles. (Impressionism and Pointillism & Post-impressionism and Pointillism)

I can use primary colours to mix and produce secondary colours.

I can also mix colours to replicate colours from observations.

I can utilise non-standard tools and methods to apply paint.

I can create work in the style of the artist being studied.

I can use delicate brushes and strokes to add detail to my work.

I can re-create and extend the work of great artists.

Design and Technology

I can understand that food is grown, reared and caught in the UK, Europe and wider world.

I can understand that seasons may affect the availability of food.

I can understand how food is processed into ingredients that can be eaten or used in cooking.

I can prepare and cook (savory dishes) – using mixing, spreading, kneading and baking.

I can explain and follow food safety and hygiene procedures.

I can understand that recipes can be adapted to change the appearance, taste, texture and aroma by substituting or changing one or more ingredient

I can carry out research using surveys, interviews questionnaires and web-based resources.

I can identify the needs, wants, preferences and values of particular individuals or groups.

I can generate innovative ideas, drawing on research.

I can make design decisions that take account of constraints on time, resources and cost.

I can share and clarify my ideas through discussion as well as using annotated sketches to develop and communicate ideas.

I can use food ingredients, measure them accurately and combine them.

I can accurately apply a range of finishing techniques, including those from art and design

I can use techniques that use a number of steps (e.g. preparation of food using different skills – chopping, mixing etc.

I can demonstrate resourcefulness when tackling practical problems.

I can select tools and equipment suitable for task and explain my choice.

I can produce appropriate lists equipment and materials needed as well as formulate a step-by-step plans as a guide to making.

I can identify the strengths and areas for development in my bread.

I can evaluate my ideas and products against the original design specification.