



## Ottery St Mary Primary School Cultural Curriculum Overview



### Pupils at Ottery St Mary Primary School will:

- Think critically about history, geography, art and design,
- Use the language of history, geography, art and design to describe their ideas and opinions in these subjects,
- Have a curiosity and thirst for knowledge in the subjects of the cultural curriculum,
- Know about and celebrate a wide range of significant local and global events, people, customs and traditions,
- Value and take pride in the subjects of the cultural curriculum,
- Reflect on their learning journey in all subjects.

### Cultural Curriculum

<b>Intent</b>	Pupils will learn the key knowledge and skills of the history, geography, art and design national curriculum through cross curricular topic based work. The skills and knowledge of the cultural curriculum are built upon throughout the school, and topics refer back to prior learning. Through their topic work, pupils will think critically, participate in discussion and debate, take part in teamwork activities and develop a thirst for knowledge.
<b>Implementation</b>	The cultural curriculum follows a road map of 'big questions' - a pedagogical choice which puts enquiry and discussion at the heart of our curriculum. The cultural curriculum is taught weekly, and supplemented through 'collapsed curriculum' days, educational visits and whole school topic weeks. Topic work may also be supplemented through guided reading activities and cross curricular writing opportunities. Learners will use discussion to help them find out more and reflect on their learning journey and growing understanding.

	<b>History Pupils will:</b>	<b>Geography Pupils will:</b>	<b>Art Pupils will:</b>	<b>Design Pupils will:</b>
<b>Intent by the end of Y6</b>	Be curious about the events of the past and refine their ideas through questioning, discussion, debate and reflection. Have a knowledge of people, events and contexts from a range of historical events including significant events in Britain's past and in local history. Think critically about the events of the past and discuss the cause and effect of significant historical events.	Be curious about how our local area compares to and differs from places around the world. Have a knowledge of where Ottery St Mary is in a local, national and global context. Use geography field work skills and research to reach conclusions and explain their geographical understanding.	Be curious about art and artists and how their work has influenced the art of others. Use a range of materials, techniques and styles to create artwork. Participate in collaborative artwork. Celebrate their own and the art work of others. Have a love of creating artwork as a form of self expression.	Use discussion and collaborative work to solve design problems. Understand the context for solving design problems and work to a brief. Evaluate their work against a brief. Understand the context and purpose of design in 'real world' contexts, including thinking about the role of designers. Work with a variety of materials and develop skills in using a range of tools. Understand the principles of nutrition and apply these to the preparation of food.

## Our 'Big Questions'

Topic Overview	Autumn	Spring	Summer
<b>Year 1</b>	What makes Ottery St Mary a special place to live and work?	What if I lived in India?	How did the first person to land on the Moon change history? What different animals and habitats can be found around the world?
<b>Year 2</b>	Would the Great Fire of London happen today? Why do we celebrate Bonfire Night?	Could I get around all the continents in one day? What if I lived on the continent of Africa?	Would you want to be a knight if you were born in the 13th Century?
<b>Year 3</b>	Awesome Egyptians - do you agree?	Would you live in the path of a natural disaster? What do we know about life before things were written down?	Riveting rainforests - do you agree? Why is the rainforest vanishing and how can we protect it?
<b>Year 4</b>	How did WWII change the lives of people in Britain?	What impact have explorers had on the world?	Who were the Vikings and how did they change Britain?
<b>Year 5</b>	Would you rather be a modern child or a child living through the Victorian Era?	Why and how should we care for our rivers?	Would you rather live in Ancient Athens or Sparta?
<b>Year 6</b>	Who were the Celts? What made the Romans so successful? What did the Romans ever do for us?	What similarities and differences exist between life today and Ancient Mayan civilization?	What is the history of Chocolate? What happens from 'bean' to 'bar'?

History: Key skills						
	Y1	Y2	Y3	Y4	Y5	Y6
Topics linked to History	Our Town Moon landing	Great Fire of London Knights and Castles	Ancient Egypt Stone Age to the Iron Age	World War II The Vikings Explorers	The Victorians Ancient Greece	The Romans The Mayans
Key skills	<p>Sequence events, artefacts and photos in chronological order. Describe memories of key events in their lives.</p> <p>Describe similarities and differences and ask questions about historical artefacts.</p> <p>Find out about people and events in the past, including through stories and artefacts.</p> <p>Compare different ways in which the past has been recorded (photographs, stories, artefacts, news articles)</p> <p>Ask who, why, where, what and when questions to find out more.</p>	<p>Place the time studied on a simple timeline. Use language related to the passing of time to describe historical events. Sequence events and artefacts.</p> <p>Make comparisons between historical time studied and modern life.</p> <p>Identify the reasons for and results of people's actions in the past.</p> <p>Find out about key historical figures.</p> <p>Compare different ways in which the past has been recorded and evaluate through discussion (photographs, stories, artefacts, news articles, diaries)</p> <p>Discuss details observed in photographs and artefacts and use these details to ask questions.</p>	<p>Place the time studied on a timeline - beginning to refer to ancient history. Use language related to the passing of time to describe historical events. Sequence events and artefacts.</p> <p>Find out about the everyday lives of people studied and compare to their own lives. Identify reasons for the actions of historical figures.</p> <p>Begin to develop an understanding of some ancient civilisations.</p> <p>Evaluate different ways in which the past has been recorded and give reasons for them. (photographs, stories, news, artefacts, diaries, ancient artefacts)</p> <p>Ask questions and build on the ideas of others when discussing historical sources.</p>	<p>Place the time studied on a timeline and use the language of time to describe chronology. Begin to use the terms BCE and CE to describe key events on a timeline. Sequence artefacts, photos and key information in chronological order.</p> <p>Find out about the everyday lives of people studied and compare to their own lives and the lives of previously studied people.</p> <p>Look for links of cause and effect in a significant event from modern history.</p> <p>Evaluate different historical sources, and begin to think about reliability and usefulness.</p> <p>Ask questions and build on the ideas of others when discussing historical sources and artefacts.</p> <p>Begin to conduct independent research using text books and online information.</p> <p>To find out about significant individuals from history.</p>	<p>Place time studied on a timeline. Relate current studies to previous learning in history. Use the terms BCE and CE to describe events on a timeline. Sequence artefacts, photos and key information in chronological order.</p> <p>Further develop their knowledge of ancient civilisations and compare to previous knowledge.</p> <p>Find out about and make comparisons between the lives of people studied, their own lives and previous historical knowledge.</p> <p>Compare accounts of different events from different sources and explain why different sources represent different events.</p> <p>Ask questions, share prior knowledge and build on the ideas of others when discussing historical sources and artefacts.</p> <p>Begin to identify primary and secondary sources of information.</p> <p>Evaluate the reliability of information gathered through research.</p>	<p>Place events on a timeline using BCE and CE and previous topics studied. Recall key events from history in previous topics studied. Make comparisons between different events. Sequence artefacts, photos and key information in chronological order.</p> <p>Continue to develop knowledge of ancient civilisations and compare beliefs and behaviour with previous knowledge.</p> <p>Explain cause and effect in relation to a historical event.</p> <p>Compare accounts of different events and consider the usefulness of different sources. Be aware that different evidence may lead to different conclusions.</p> <p>Ask questions and share prior knowledge in discussions about history. Make links between their ideas and the ideas of others.</p> <p>Identify primary and secondary sources of information.</p> <p>Evaluate the reliability of information gathered through research using text books and online material.</p>

History: Knowledge						
	Y1	Y2	Y3	Y4	Y5	Y6
Topics linked to History	Our Town Moon landing	Great Fire of London The Gunpowder Plot	Ancient Egypt Stone Age to the Iron Age	World War II Vikings & Explorers	The Victorians Ancient Greece	The Romans The Mayans
Key knowledge	<p>To discuss and know about changes within living memory and how they link to change in national life.</p> <p>To discuss and know about significant historical events, people and places in Ottery St Mary and East Devon.</p>	<p>To know about events beyond living memory.</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To compare aspects of life in different periods.</p>	<p>To know about changes in Britain from the Stone Age to the Iron Age.</p> <p>To know about the achievements of the earliest civilizations.</p> <p>To have an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>To know about significant turning points in British history</p> <ul style="list-style-type: none"> <li>- WWII.</li> <li>-Explorers</li> <li>-Danelaw</li> <li>-Vikings</li> </ul> <p>To complete a local history study.</p>	<p>To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To know about the changing power of monarchs using case studies (Victoria)</p> <p>To know about significant turning points in British history, for example- the Victorian Empire and Victorian inventions.</p> <p>To study Ancient Greek life and achievements and their influence on the western world</p> <p>To know about the legacy of Greek culture (art, architecture or literature) on later periods in British history.</p>	<p>To know about the Roman Empire and its impact on Britain.</p> <p>To know about the legacy of Roman culture (art, architecture or literature) on later periods in British history.</p> <p>To know about the achievements of the earliest civilizations, an overview of where and when the first Mayans appeared and a depth study of a society that contrasts with our own.</p>

Geography: Key skills						
	Y1	Y2	Y3	Y4	Y5	Y6
Topics linked to Geography	Our town India Animal Kingdom	Our Local Area Africa	Ancient Egypt Volcanoes Rainforests	WWII Explorers Vikings	Victorians Rivers Ancient Greece	The Romans The Mayans
Key skills	<p>Locate the 4 countries of the UK and its surrounding seas on a map</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Ottery St Mary and of a small area in India.</p> <p>Use basic geographical vocabulary to refer to: -key physical features - key human features</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Locate the world's seven continents and five oceans on a map.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Ottery St Mary and of a small area in Africa</p> <p>Use basic geographical vocabulary to refer to: -key physical features - key human features</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Use a map to locate rainforests and volcanic areas around the world.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Describe key aspects of physical geography including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography including: types of settlement and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Use a map to locate the main countries of Europe inc. Russia, noting key physical and human characteristics and cities.</p> <p>Locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Describe key aspects of human geography including: types of settlement, land use and economic activity.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>Locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe geographical similarities and differences through the study of human and physical geography.</p> <p>Describe key aspects of physical geography (including rivers) and human geography.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Use 4-figure and 6-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>Use a map to locate the main countries in North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night.)</p> <p>Describe geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Describe key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p>

Geography: Key knowledge						
	Y1	Y2	Y3	Y4	Y5	Y6
Topics linked to Geography	Our town India Animal Kingdom	Our Local Area Africa	Ancient Egypt Volcanoes Rainforests	WWII Explorers Vikings & Anglo Saxons	Victorians Rivers Ancient Greece	The Romans The Mayans
Key knowledge	<p>Name the 4 countries of the UK and it's surrounding seas.</p> <p>Describe geographical similarities and differences of Ottery St Mary and of a small area in India.</p> <p>Describe seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Know some basic geographical vocabulary to refer to: -key physical features - key human features</p>	<p>Name the world's seven continents and five oceans.</p> <p>Describe geographical similarities and differences of Ottery St Mary and of a small area in Africa</p> <p>Describe seasonal and daily weather patterns in the United Kingdom.</p> <p>Know and use basic geographical vocabulary to refer to: -key physical features - key human features</p> <p>Know simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Know the location of rainforests and volcanic areas around the world.</p> <p>Describe geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>Understand key aspects of human geography including: types of settlement and land use.</p> <p>Know the 8 points of a compass.</p>	<p>Know the main countries of Europe inc. Russia and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of East Devon.</p> <p>Understand key aspects of physical geography including climate zones.</p> <p>Understand key aspects of human geography including: types of settlement, land use and economic activity.</p> <p>Know the 8 points of a compass and apply to the use of maps of the United Kingdom.</p>	<p>Know the main counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography .</p> <p>Understand key aspects of physical geography including rivers, mountains and the water cycle.</p> <p>Understand key aspects of human geography.</p> <p>Know the 8 points of a compass and apply to the use of maps of the United Kingdom.</p>	<p>Know the main countries in North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night.)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals</p> <p>Describe the spread of the Roman empire</p>

Art						
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Key Skills</b>	Extend the variety of drawing tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) Apply colour with a range of tools Create patterns Develop impressed images Relief printing	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records Make different tones of one colour using white Darken colours without using black. Print with different objects.	Experiment with the potential of various pencils Use close observation Draw both the positive and negative shapes Use initial sketches as a preparation for painting Draw increasingly accurate drawings of people – particularly faces Use different types of brushes. Use different techniques such as dotting, scratching and splashing. Use relief, impressed and mono printing. Colour mix by overlapping colours.	Identify and draw the effect of light Begin to think about scale and proportion Create increasingly accurate drawings of whole people including proportion and placement Work on a variety of scales Create computer generated drawings Use colour to reflect mood. Use sketching to practice textures and patterns. Modify and adapt printing techniques.	Think about the effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Understand and apply the concept of perspective Explore the use of texture in colour Design prints Discuss and evaluate own work and that of others	Think about the effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Understand and apply the concept of perspective Explore the use of texture in colour Use colour to express feelings Build up drawings and images of whole or parts of items using various techniques Use screen printing techniques
<b>Key knowledge</b>	Describe what they can see and like in the work of another artist/craft maker/designer.  Ask sensible questions about a piece of art.  Name all the colours Mix colours and describe the effect. Find collections of colours	Describe colours. Identify different methods of printing. Identify different methods of creating tones of the same colour. Link colours to natural and man-made objects. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.	Know how to make colour wheels. Know different techniques for applying colour. Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.	Know how to use colour mixing to create tones and shades. Know which equipment is suitable for a task. Experiment with different styles which artists have used. Explain art from other periods of history.	Describe and use hue, tint, tone, shades and mood. experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	
<b>Art projects</b>	Famous Artist Portraits	Paul Klee Mondrian Kandinsky Jackson Pollock Printing Paper sculptures	Henri Rousseau Van Gough Volcano Printing	Henry Moore Paul Klee Levon Biss	William Morris Monet Rivers Sculptures - Naum Gabo	Andy Warhol portraits Roman mosaics Mayan masks (DT link)

Design						
	Y1	Y2	Y3	Y4	Y5	Y6
<b>IDEAS</b>  <b>Investigative Disassembly Evaluation Activities</b>	<p>Suggest ideas and explain what they are going to do</p> <p>Identify a target group for what they intend to design</p> <p>Model their ideas in card and paper</p> <p>Develop their design ideas applying findings from their earlier research</p>	<p>Generate ideas by drawing on their own and other people's experiences</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>	<p>Disassemble and evaluate familiar products.</p> <p>Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p>	<p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p>
<b>FPTs</b>  <b>Focussed Practical Tasks</b>	<p>With help measure, mark out, cut and shape a range of materials</p> <p>Use tools eg scissors and a hole punch safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</p> <p>Follow safe procedures for food safety and hygiene</p>	<p>Select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Work safely and accurately with a range of simple tools</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Use simple graphical communication techniques</p>	<p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Select appropriate components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately -Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p>



Design						
	Y1	Y2	Y3	Y4	Y5	Y6
<b>DMAs</b>  <b>Design Make Assignments</b>	<p>Make their design using appropriate techniques</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it .</p>	<p>Choose and use appropriate finishing techniques</p> <p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work</p> <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p>	<p>Make decisions about which technique will be the best for the making of their product.</p> <p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their products carrying out appropriate tests</p>	<p>Apply their findings from FPTs to make decisions about how to approach the making of their product.</p> <p>Evaluate a product against the original design specification both during and at the end of the assignment.</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Decide on the best methods to use based on their findings from FPTs and apply them to their product design and make.</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p>
<b>Design projects</b>	<p>Where does our food come from? Link to Harvest (Autumn 1)</p> <p>Making a Christmas card with a lever or slider mechanism - Y1 (Autumn 2)</p> <p>Making a rocket/space transport from reclaimed materials (Spring 1 )</p> <p>Food linked to India? (Spring 2)</p> <p>Fruit kebabs / smoothies (Summer 2)</p> <p>Lever and sliders moving picture (Summer 2)</p>	<p>Baking apple crumble and Baking Tudor bread (Autumn 1)</p> <p>Gingerbread House (Autumn 2)</p> <p>Making a soft toy (Spring 1)</p> <p>D &amp; M linked to Knights and Castles (Summer 1 &amp;2)</p>	<p>Clay sarcophagus</p> <p>Exploding papier mache</p> <p>Volcanoes</p> <p>Egyptian flatbread (Aut 2)</p> <p>Sewing bags (summer)</p>	<p>Design and make a gas mask box</p> <p>Design and test an air raid shelter which uses an electrical circuit</p> <p>Create a meal for a Viking</p>	<p>River model</p> <p>Cam models</p> <p>Food - Greek salad (summer)</p>	<p>Siege machines - Romans (Aut1)</p> <p>Christmas cake (Aut 2)</p> <p>Making chocolate - Mayans (Spring 2/ summer 1)</p> <p>Healthy eating/nutrition (linked to science spring 1 designing a balanced menu for school)</p>