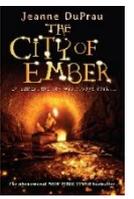


Yorkshire! - Year 5



Core Text: City of Ember

by Jeanne Du Prau



This topic looks at the fascinating physical and human geography of our beautiful home county. Children will learn about the general location of Yorkshire- including where its major cities and rivers are located. They will then use a range of maps, and fieldwork to explore in detail the geographical features of the Yorkshire Dales. Following this, they will find out all about the Pop Art movement and the work and life of Andy Warhol. They will experiment with recreating his work, through painting, before developing their printing skills to recreate a piece of Yorkshire Rose Pop-Art.

By the end of this unit, I will know:

- That Yorkshire is a county in the north of England and is the largest county in England.
- The emblem of Yorkshire is the White Rose of the English royal House of York.
- Yorkshire is split up into 4 divisions – North Yorkshire, South Yorkshire, West Yorkshire and East Riding.
- Major rivers in Yorkshire include the Ouse, Aire and Don.
- Major cities in Yorkshire are York, Leeds, Sheffield and Hull.
- Yorkshire has a coast line to the East.
- The Yorkshire Dales is one of the twelve National parks of England and Wales.
- Andy Warhol is one of the most famous artists of the 20th Century.
- He was a leading figure in the art movement known as pop art, from the 1950s to the 1960s.
- He is most famous for works such as *Campbell's Soup Cans* and *Eight Elvises*.
- Warhol's works explore advertising and celebrity culture.
- He used a variety of techniques and styles, including painting, silk screening and sculpture.

Key Vocabulary

county	A county is a geographical region of a country used for administrative or other purposes
scale	a ratio of size in a map, model, drawing, or plan
terrain	a stretch of land, especially with regard to its physical features
topography	the arrangement of the natural and artificial physical features of an area.
moor	area of open uncultivated upland, typically covered with heather.
ravine	a deep, narrow gorge with steep sides.
hill	a naturally raised area of land, not as high or craggy as a mountain.
relief	difference in height from the surrounding terrain.
landscape	all the visible features of an area of land
rural	characteristic of the countryside rather than the town.
tourism	holidays and visits to places of interest.
National Park	an area of countryside, or occasionally sea or fresh water, protected for the enjoyment of the general public or the preservation of wildlife.
conservation	preservation, protection, or restoration of the natural environment and of wildlife.
contour	a line on a map joining points of equal height above or below sea level.
spot height	the altitude of a point, especially as shown on a map.
symbol	a thing that represents or stands for something else, on a map.
Pop Art	art based on modern popular culture and the mass media
printing	a process for mass reproducing text and images using a master form or template.

Key Geography Skills:

- Name and locate counties and cities of the United Kingdom, relevant to areas of study.
- Locate key physical and human features, key topographical features and land use patterns.
- Confidently use a range maps, globes and Google Earth.
- Demonstrate an understanding of the difference between OS and other maps and when it is appropriate to use each.
- Recognise an increasing range of OS symbols on maps.
- Use medium scale OS maps to study areas.
- Look at maps with different scales and calculate scales on own maps.
- Begin to use 6 figure grid references to locate places on maps/atlases.
- Ask and answer own geographical questions.
- Use a given method for data collection and collect and record data unaided.
- Collate data and present choosing and using an appropriate method.
- Analyse evidence and draw conclusions.

Key Art Skills:

- Engage in research and exploration in the process of initiating and developing their own personal ideas
- Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning.
- Analyse and reflect on their progress taking account of what they hoped to achieve.
- Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- Know how to describe the processes they are using and how they hope to achieve high quality outcomes.
- Work in a sustained and independent way to develop their own style of painting.
- This style may be through the development of: colour, tone and shade.
- Create stencils of their own design.
- Use and understand the term shade (lighten) and tint (darken) when describing tone.
- Use printing materials accurately.

