		Art and DT progression Map				
Topic		**Project Overview**	**Key Artists Key artwork or inventions**	**KS1 Skills**	**Lower KS2 Skills**	**Upper KS2 Skills**
Crash! Bang! Boom!	**Art**	**KS1** – draw pictures of soldiers and people during the war using simple human figures **KS2 –** create sketches to portray the tragedy of WW2 inspired by the work of Victor Lundy and Henry Moore.	L. S. Lowry Henry Moore Victor Lundy	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore and develop ideas through historical images, stories and discussion • Use imagination and observation to represent people and events **Master techniques – Drawing** • Draw lines of different sizes and thicknesses • Use shapes and simple proportions to represent the human figure • Add detail to drawings to show clothing, facial expressions and movement • Use marks and shading to create simple texture and tone **Master techniques – Composition** • Arrange figures and objects to communicate a scene or event • Use foreground and background simply within drawings **Take inspiration from the greats** • Describe similarities and differences between artworks linked to historical events • Explore how artists represent people, emotions and experiences • Use ideas from studied artwork and illustrations within own drawings	**Develop ideas** • Develop and imaginatively extend ideas from historical themes and artist study • Collect sketches, visual references and annotations in sketchbooks • Adapt and improve ideas throughout the creative process **Master techniques – Drawing** • Use different hardnesses of pencils to show line, tone and texture • Use shading to create mood, depth and atmosphere • Sketch lightly before refining details and darker tones • Use proportion and posture to express emotion and movement **Master techniques – Composition and Mood** • Use composition to communicate emotion and narrative • Explore light and dark contrast to portray tragedy and atmosphere • Use foreground, background and scale purposefully within sketches **Take inspiration from the greats** • Replicate some techniques used by Victor Lundy and Henry Moore • Explain how artists use line, tone and composition to communicate emotion • Create original work influenced by studies of wartime artists	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about composition, scale, tone and artistic style • Use artwork to communicate emotion, atmosphere and meaning **Master techniques – Drawing** • Use line, tone, shading and texture confidently to create expressive drawings • Manipulate pencil techniques precisely to portray light, shadow and form • Combine observational and expressive drawing techniques effectively • Refine proportion, posture and facial expression to strengthen communication **Master techniques – Composition and Refinement** • Use composition, perspective and contrast purposefully to create emotional impact • Refine and improve artwork independently throughout the creative process • Evaluate artistic choices and adapt techniques to strengthen outcomes **Take inspiration from the greats** • Analyse the styles and techniques of Victor Lundy, Henry Moore and other wartime artists • Explain how artists communicate emotion and historical experiences through art • Develop a personal artistic response inspired by studied artists rather than copying directly
	DT	**KS1 -** To create a model boat that is waterproof and can float on water using a variety of materials **Key references:** Traditional Viking boats Egyptian reed boats **KS2 –** To create a model motorboat or planes using electrical circuits to power the propeller.	Model boat / Motorboat or plane with propeller Viking longboats or traditional lifeboats Modern speedboats, rescue boats or propeller aircraft	**Master Practical Skills** • Cut, shape and join materials safely and accurately. • Use simple tools and equipment to measure, mark out and construct. • Select from a range of materials according to their characteristics. • Assemble products using simple joining techniques. **Design, Make, Evaluate and Improve** • Design purposeful products for a given user and purpose. • Generate ideas through drawing and discussion. • Explain what works well in a product and suggest improvements.	**Master Practical Skills** • Measure, mark out, cut and shape materials with increasing accuracy. • Use mechanical and electrical components appropriately. • Strengthen and reinforce structures where necessary. • Assemble components to create a functioning product. **Design, Make, Evaluate and Improve** • Develop design criteria based on function and purpose. • Produce annotated sketches and plans. • Test and evaluate products against design criteria. • Improve products through modification and refinement.	**Master Practical Skills** • Use a wider range of tools and materials accurately and safely. • Combine materials and components effectively. • Create prototypes and refine construction techniques. • Achieve a high-quality finish appropriate to the product's purpose. **Design, Make, Evaluate and Improve** • Carry out research and use it to develop innovative designs. • Develop detailed design specifications. • Evaluate products critically against design criteria and user needs. • Refine and improve products through repeated testing.

		Key references: Designs by The Wrights Brothers		• Test products and make simple modifications. **Take Inspiration from Design Throughout History** • Explore how boats are designed for different purposes. • Identify features that help products float and stay waterproof. • Use ideas from existing products when designing. **Master Technical Knowledge** • Explore how the shape and material of an object affects whether it floats. • Build structures that are stable and fit for purpose. • Understand that different materials have different properties, including waterproofing.	**Take Inspiration from Design Throughout History** • Investigate how boats, aircraft and transport technologies have developed. • Compare designs and identify successful features. • Apply ideas from existing products to improve designs. **Master Technical Knowledge** • Understand and use simple electrical circuits incorporating switches, bulbs, buzzers or motors. • Understand how electrical systems can be used to create movement. • Apply knowledge of structures to create strong, stable products. • Explore how propellers create movement through air or water.	**Take Inspiration from Design Throughout History** • Investigate influential transport and engineering designs. • Understand how designers and engineers solve practical problems. • Use historical and contemporary innovations to inform designs. **Master Technical Knowledge** • Apply understanding of electrical systems to create reliable products. • Understand how motors convert electrical energy into movement. • Use knowledge of structures and forces to improve efficiency and stability. • Understand how mechanical and electrical systems work together within a product.
Prehistoric	**Art**	**KS1 –** Use different materials to create fossils and then use these fossils to create rubbing art using charcoal and crayons **KS2 –** Create sketches and prints of different fossils using a variety of different materials	sketches and prints Mary Anning (fossil illustrations and discoveries) Anna Atkins (scientific recording and detailed observation)	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore and develop ideas through observation of natural objects and textures • Use experiences and imagination to represent fossils and patterns **Master techniques – Sculpture / Texture** • Manipulate materials by rolling, pressing, shaping and imprinting • Use tools and objects to create texture and pattern in materials • Create simple forms and surface detail inspired by fossils **Master techniques – Drawing and Rubbing** • Experiment with charcoal and crayons to create rubbings and textures • Use different marks and pressures to represent texture and detail • Explore pattern and repeated shapes through observational work **Master techniques – Printing and Pattern** • Create repeated patterns and textured effects using rubbings • Use overlapping shapes and marks to create visual interest **Take inspiration from the greats** • Describe similarities and differences between artworks inspired by nature • Explore how artists use texture, pattern and natural forms in their work • Use ideas from studied artists and natural objects within own artwork	**Develop ideas** • Develop and imaginatively extend ideas from scientific observation • Collect sketches, textures and visual references in sketchbooks • Adapt and improve ideas throughout the creative process **Master techniques – Printing** • Make printing blocks from relief or impressed materials • Use layers of colour and texture in printmaking • Replicate natural patterns and textures observed in fossils • Experiment with pressure, spacing and repetition to create effect **Master techniques – Mixed Media** • Combine materials and textures to enhance visual impact • Use charcoal, ink, crayons or printmaking tools purposefully **Take inspiration from the greats** • Replicate some techniques used by artists inspired by nature and texture • Explain how artists use line, texture and pattern to represent natural forms • Create original work influenced by studies of others	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about composition, materials and printing techniques • Use artistic choices to communicate texture, detail and atmosphere **Master techniques – Drawing and Printmaking** • Use line, tone, texture and shading confidently to create detailed observational drawings • Create complex printing blocks and layered prints with accuracy and control • Manipulate materials and techniques precisely to achieve intended outcomes • Combine drawing and printmaking techniques effectively within a single piece **Master techniques – Refinement and Evaluation** • Refine and improve work independently throughout the creative process • Evaluate artistic choices and adapt techniques to strengthen outcomes **Take inspiration from the greats** • Analyse the styles and methods of artists who use natural forms and texture • Explain how artists communicate detail and atmosphere through line and pattern • Develop a personal artistic response inspired by studied artists rather than copying directly
	DT	**KS1** – To combine different recyclable materials to create a sculpture of a dinosaur	Michelle Reader Andy Goldsworthy	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes.	**Master Practical Skills** • Measure, mark out, cut and shape materials accurately.	**Master Practical Skills** • Use a wide range of tools, equipment and materials accurately and safely.

		KS2 – To use modelling materials to shape and create a standing sculpture of a dinosaur		• Join materials using a range of techniques (e.g. glue, tape, staples and simple fixings). • Fold, roll, bend and shape materials to create structures. • Select appropriate materials according to their characteristics. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing, templates and discussion. • Explore and evaluate existing products and designs. • Evaluate their products against design criteria and suggest improvements. **Take Inspiration from Design Throughout History** • Explore how models, sculptures and structures have been designed for different purposes. • Use ideas from existing products when designing their dinosaur sculpture. **Master Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Understand how different materials can be combined for a purpose. • Explore how shape and structure affect stability.	• Shape, join and combine modelling materials effectively. • Use finishing techniques to strengthen and improve products. • Select suitable materials and tools for specific purposes. **Design, Make, Evaluate and Improve** • Develop design criteria informed by research and intended function. • Produce annotated sketches and plans. • Test and evaluate products against design criteria. • Improve products through modification and refinement. **Take Inspiration from Design Throughout History** • Investigate how designers, engineers and model makers create stable structures. • Use research and existing examples to inform designs. **Master Technical Knowledge** • Strengthen structures using suitable techniques. • Understand how frames and supports increase stability. • Apply knowledge of shape, balance and construction when creating a free-standing model.	• Combine materials and techniques to create robust structures. • Create prototypes and refine construction methods. • Achieve an appropriate quality finish considering purpose and appearance. **Design, Make, Evaluate and Improve** • Carry out research and use findings to develop innovative designs. • Develop detailed design specifications. • Test, evaluate and refine products throughout the making process. • Critically evaluate products against design criteria and intended outcomes. **Take Inspiration from Design Throughout History** • Investigate how designers, sculptors, engineers and model makers solve structural challenges. • Apply ideas from historical and contemporary design to improve outcomes. **Master Technical Knowledge** • Apply understanding of structures to create strong, stable and durable products. • Understand how reinforcement and support improve stability. • Use knowledge of materials and construction techniques to achieve a desired outcome. • Understand how design decisions affect function, strength and appearance.
The Great Outdoors	**Art**	**KS1 –** Use mixed media (including natural resources) to create landscapes of the local area. **KS2 -** Create landscapes of our local area, inspired by classical and contemporary landscape artists	John Constable David Hockney Pablo Picasso Vincent Vangogh	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore and develop ideas through observation of the local environment • Use experiences and imagination to represent places and landscapes **Master techniques – Mixed Media / Collage** • Use a combination of materials that are cut, torn and glued • Sort and arrange natural and manufactured materials for a purpose • Layer and overlap materials to create texture and detail • Combine colours, shapes and textures to represent landscape features **Master techniques – Drawing and Painting** • Draw lines and shapes to represent buildings, trees and natural features • Experiment with colour mixing and paint application • Use marks and textures to show features of the environment **Master techniques – Composition**	**Develop ideas** • Develop and imaginatively extend ideas from observation and artist study • Collect sketches, photographs and visual references in sketchbooks • Adapt and improve ideas throughout the creative process **Master techniques – Drawing and Painting** • Use different hardnesses of pencils to show line, tone and texture • Use shading and colour mixing to create atmosphere and depth • Experiment with brush techniques, layering and texture **Master techniques – Composition and Perspective** • Use foreground, middle ground and background to create depth • Consider scale, placement and perspective within landscapes • Use colour and tone to represent distance and mood **Master techniques – Mixed Media**	**Develop ideas** • Develop, refine and evaluate landscape ideas through sketchbooks and experimentation • Make informed decisions about composition, colour, materials and artistic style • Use artwork to communicate atmosphere, mood and meaning **Master techniques – Drawing and Painting** • Use tone, shading and colour mixing confidently to create depth and realism • Manipulate paint and mixed media precisely to achieve intended effects • Combine observational and expressive techniques effectively **Master techniques – Composition and Perspective** • Use perspective, scale and layering to create sophisticated landscape compositions • Manipulate foreground, middle ground and background purposefully

				• Arrange materials thoughtfully to create foreground and background • Use space and placement to create simple landscape scenes **Take inspiration from the greats** • Describe similarities and differences between landscape artworks • Explore how artists represent places and environments • Use ideas from studied artists in own landscape work	• Combine materials and techniques to enhance texture and visual impact • Use natural and manufactured materials purposefully within artwork **Take inspiration from the greats** • Replicate some techniques used by classical and contemporary landscape artists • Explain how artists use colour, composition and texture to represent landscapes • Create original work influenced by studies of others	• Use texture and colour to enhance atmosphere and visual impact **Master techniques – Refinement and Evaluation** • Refine and improve artwork independently throughout the creative process • Evaluate artistic choices and adapt techniques to strengthen outcomes **Take inspiration from the greats** • Analyse the styles and techniques of classical and contemporary landscape artists • Explain how artists communicate mood, atmosphere and meaning through landscapes • Develop a personal artistic response inspired by studied artists rather than copying directly
	DT	**KS1 –** follow a given recipe to prepare and cook a simple dish outdoors. **KS2 -** design a recipe for a hot dish that can be cooked outside using multiple ingredients, then create the recipe using outdoor cooking equipment.		**Master Practical Skills** • Cut, peel, grate, chop and slice food safely with support. • Measure and weigh food items using simple equipment. • Use basic cooking equipment safely and hygienically. • Prepare ingredients for cooking. **Design, Make, Evaluate and Improve** • Follow a design brief or recipe accurately. • Explore existing food products and discuss likes and dislikes. • Evaluate the finished product by considering taste, appearance and suitability. • Suggest simple improvements to a recipe or method. **Take Inspiration from Design Throughout History** • Explore how food is prepared and cooked in different places and cultures. • Understand that recipes are designed for a particular purpose and audience. **Master Technical Knowledge** • Understand where food comes from. • Know the importance of hygiene and safety when preparing food. • Understand that different foods can be combined to create a finished dish. • Begin to understand basic cooking processes such as heating and mixing.	**Master Practical Skills** • Prepare and cook predominantly savoury dishes safely and hygienically. • Measure, weigh and combine ingredients accurately. • Use a range of cooking techniques appropriately (e.g. chopping, mixing, heating). • Select and use suitable cooking equipment safely. **Design, Make, Evaluate and Improve** • Generate and develop ideas based on design criteria. • Produce annotated plans for a recipe. • Test and evaluate products against design criteria. • Improve recipes based on evaluation and feedback. **Take Inspiration from Design Throughout History** • Investigate how outdoor cooking and food preparation have been used in different cultures and historical periods. • Use ideas from existing recipes to inform design choices. **Master Technical Knowledge** • Understand seasonality and where ingredients are grown, reared, caught or processed. • Understand how ingredients work together to create flavour, texture and appearance. • Apply principles of a healthy and varied diet. • Understand how heat changes food during cooking.	**Master Practical Skills** • Prepare and cook a variety of predominantly savoury dishes confidently and independently. • Demonstrate a range of food preparation techniques accurately and safely. • Select and use appropriate tools, equipment and cooking methods effectively. • Adapt recipes and techniques to achieve desired outcomes. **Design, Make, Evaluate and Improve** • Carry out research to develop a recipe that meets a specific purpose. • Develop detailed design specifications for a dish. • Test, evaluate and refine recipes throughout the process. • Critically evaluate outcomes considering taste, nutrition, cost and suitability. **Take Inspiration from Design Throughout History** • Investigate how chefs, cultures and communities have developed recipes to meet different needs and environments. • Apply ideas from traditional and contemporary cooking to create original dishes. **Master Technical Knowledge** • Understand and apply the principles of a healthy and varied diet. • Understand nutritional value and the role of different food groups. • Understand how cooking techniques affect flavour, texture and nutritional content. • Apply knowledge of ingredients and cooking processes when designing recipes.

Paddington	**Art**	**KS1 –** Use outdoor natural materials to create self-portraits (using Paddington the Artist as a stimulus) **KS2 –** Use pencils and pastils to create naturalistic and abstract self-portraits (using Paddington the Artist as a stimulus)	Giuseppe Arcimboldo Frida Kahlo Hans Holbein Pablo Picasso	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore and develop ideas through observation of themselves and others • Use experiences and imagination to create self-portraits **Master techniques – Collage / Mixed Media** • Use a combination of materials that are cut, torn and glued • Sort and arrange natural materials for a purpose • Combine textures, shapes and colours to represent facial features • Layer and overlap materials to create detail and form **Master techniques – Drawing and Representation** • Draw simple self-portraits using lines and shapes • Use observational skills to represent facial features and expressions • Experiment with pattern and texture using natural materials **Take inspiration from the greats** • Describe similarities and differences between artworks and illustrations • Explore the work of Paddington the Artist and other portrait artists • Use artistic ideas and techniques from studied artwork in own creations	**Develop ideas** • Develop and imaginatively extend ideas from portraiture and illustration • Collect sketches and visual references in sketchbooks • Adapt and improve ideas throughout the creative process **Master techniques – Drawing** • Use different hardnesses of pencils to show line, tone and texture • Use shading to show light and shadow • Sketch lightly before refining details • Use proportion and placement to improve facial representation **Master techniques – Pastels and Colour** • Use pastels to blend and layer colour effectively • Experiment with colour and mark making to create abstract effects • Use contrasting colours and textures to express mood and identity **Take inspiration from the greats** • Replicate some techniques used by portrait artists and illustrators • Explain how artists use colour, line and abstraction to represent people • Create original self-portraits influenced by studied artists	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about composition, style and artistic techniques • Use portraiture to communicate identity, mood and expression **Master techniques – Drawing and Pastels** • Use pencils confidently to create accurate proportions, tone and texture • Manipulate pastels precisely to create depth, blending and atmosphere • Combine realistic and abstract techniques effectively • Refine detail and shading independently to improve outcomes **Master techniques – Refinement and Evaluation** • Evaluate and improve work throughout the creative process • Explain artistic choices using appropriate vocabulary **Take inspiration from the greats** • Analyse the styles and techniques of portrait artists and illustrators • Explain how artists communicate emotion and identity through portraiture • Develop a personal artistic response inspired by studied artists rather than copying directly
	DT	**KS1 –** to create cards with a simple pop-up element to them. **KS2 -** manipulate and combine materials to create pop up books with new Paddington adventures in London	Robert Sabuda Matthew Reinhart	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Fold paper and card accurately. • Join materials using simple techniques such as glue and tabs. • Assemble components to create a finished product. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing and discussion. • Develop and communicate design ideas using simple models and templates. • Evaluate products against design criteria. • Identify strengths and suggest improvements. **Take Inspiration from Design Throughout History** • Explore examples of pop-up books and cards. • Investigate how paper engineers and designers create moving elements.	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Fold paper and card accurately. • Join materials using simple techniques such as glue and tabs. • Assemble components to create a finished product. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing and discussion. • Develop and communicate design ideas using simple models and templates. • Evaluate products against design criteria. • Identify strengths and suggest improvements. **Take Inspiration from Design Throughout History** • Explore examples of pop-up books and cards. • Investigate how paper engineers and designers create moving elements.	**Master Practical Skills** • Use a wide range of tools, materials and components accurately and safely. • Create prototypes and refine designs before production. • Combine techniques and materials to create high-quality products. • Achieve an appropriate standard of accuracy and finish. **Design, Make, Evaluate and Improve** • Carry out research and use findings to inform innovative designs. • Develop detailed design specifications. • Test, evaluate and refine products throughout the making process. • Critically evaluate outcomes against design criteria and intended purpose. **Take Inspiration from Design Throughout History** • Investigate the work of designers, illustrators and paper engineers. • Understand how products have been adapted and improved over time. • Apply inspiration from existing designs while developing original ideas. **Master Technical Knowledge**

				• Use ideas from existing products when developing designs. **Master Technical Knowledge** • Explore how simple mechanisms create movement. • Understand that folds, tabs and levers can change the way a product functions. • Build structures that are stable and fit for purpose.	• Use ideas from existing products when developing designs. **Master Technical Knowledge** • Explore how simple mechanisms create movement. • Understand that folds, tabs and levers can change the way a product functions. • Build structures that are stable and fit for purpose**.**	• Apply understanding of mechanical systems such as levers, linkages, sliders and pivots. • Understand how multiple mechanisms can work together within one product. • Use knowledge of structures and materials to improve strength, function and appearance. • Understand how design decisions affect usability and user experience.
Disease	**Art**	**KS1 –** use mixed media to create an image of what is seen through a microscopic lens. **KS2 -** use ink to create an image of what is seen through a microscopic lens, using the methods of different artists.	Anna Atkins Yayoi Kusama	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore patterns, shapes and textures through observation • Use imagination and first-hand experiences to develop artwork **Master techniques – Mixed Media** • Use a range of materials creatively to design and make artwork • Combine materials that are cut, torn and glued • Experiment with colour, texture, line and shape • Layer materials to create visual interest and detail **Master techniques – Drawing and Pattern** • Create different marks and lines to represent textures and forms • Use repeated shapes and patterns inspired by microscopic imagery **Take inspiration from the greats** • Describe similarities and differences between artistic styles and techniques • Explore how artists use pattern, texture and colour in their work • Use ideas from studied artists to inspire own artwork	**Develop ideas** • Develop and imaginatively extend ideas from scientific observation • Collect sketches, patterns and visual references in sketchbooks • Adapt and improve ideas throughout the creative process **Master techniques – Drawing and Ink** • Use ink to create lines, tones, textures and patterns • Experiment with controlled and expressive mark making • Use shading and repeated marks to represent detail and form • Apply different techniques inspired by artists to create effect **Master techniques – Composition and Pattern** • Use repeated shapes, lines and textures to create visual rhythm • Consider balance, scale and composition within artwork **Take inspiration from the greats** • Replicate some techniques used by notable artists and illustrators • Explain how artists use ink, pattern and texture to communicate ideas • Create original work influenced by studies of others	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about composition, scale and artistic style • Use artistic choices to communicate detail, movement and atmosphere **Master techniques – Ink and Drawing** • Use ink confidently to create precise and expressive marks • Combine line, tone, texture and pattern effectively • Manipulate materials and techniques to achieve sophisticated outcomes • Use layering and detail to create depth and complexity **Master techniques – Refinement and Evaluation** • Refine work independently throughout the creative process • Evaluate artistic choices and adapt techniques to improve outcomes **Take inspiration from the greats** • Analyse the styles and methods of artists who use ink and pattern • Explain how artistic techniques influence interpretation and mood • Develop a personal artistic response inspired by studied artists rather than copying directly
	DT	**KS1 -** create a model of a human body by combining different materials **KS2 -** create a new human body, based game like operation using electrical circuits	The classic Operation board game	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Join materials using a range of techniques (e.g. glue, tape, split pins and simple fixings). • Fold, roll, bend and shape materials to create forms. • Select appropriate materials according to their characteristics. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users.	**Master Practical Skills** • Measure, mark out, cut and shape materials accurately. • Assemble and combine materials and components effectively. • Use electrical components safely, including motors, buzzers, switches and bulbs where appropriate. • Strengthen and reinforce structures to support electrical components. **Design, Make, Evaluate and Improve** • Develop design criteria based on the intended user and purpose.	**Master Practical Skills** • Use a wide range of tools, materials and components accurately and safely. • Combine construction techniques and electrical systems effectively. • Create prototypes and refine products through repeated testing. • Achieve a high-quality finish suitable for the intended audience. **Design, Make, Evaluate and Improve** • Carry out research to inform innovative designs. • Develop detailed design specifications.

				• Generate ideas through drawing, discussion and simple templates. • Develop and communicate design ideas through models. • Evaluate products against design criteria. • Suggest improvements to strengthen or improve the appearance of a model. **Take Inspiration from Design Throughout History** • Explore how models are used to represent real-life objects and systems. • Investigate examples of educational models and anatomical representations. • Use ideas from existing products when developing designs. **Master Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Understand that different materials have different properties and purposes. • Explore how components can be combined to create a recognisable structure. • Understand how shape and joining methods affect stability.	• Produce annotated sketches and design plans. • Create prototypes and test ideas before final construction. • Evaluate products against design criteria and user needs. • Improve products through modification and refinement. **Take Inspiration from Design Throughout History** • Investigate how games and interactive products have been designed over time. • Explore how electrical systems are used in toys and games. • Apply ideas from existing products to improve designs. **Master Technical Knowledge** • Understand and use simple electrical circuits. • Incorporate switches, buzzers, bulbs or other components into products. • Understand how electrical systems can be used to provide feedback to the user. • Apply knowledge of structures to create a durable and functional game.	• Test, evaluate and refine products throughout the design process. • Critically evaluate products against design criteria, purpose and user needs. **Take Inspiration from Design Throughout History** • Investigate how designers and engineers create interactive products and games. • Understand how electronic products have evolved to improve user experience. • Use inspiration from existing products to create original solutions**.** **Master Technical Knowledge** • Apply understanding of electrical systems to create reliable, functioning products. • Use electrical components such as switches, buzzers and circuits purposefully. • Understand how input and output components work together. • Apply knowledge of structures, materials and electrical systems to improve functionality and durability.
Robots	**Art**	**KS1 –** create a range of photographs using digital media that fit a given theme to create an exhibition **KS2 –** Create a range of photographs using different angles and close-ups, considering foreground and background to create an exhibition under the theme of technology	Art Wolfe Martin Parr	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore ideas through observation and discussion • Select subjects and images that match a given theme **Master techniques – Digital Media / Photography** • Use digital devices safely and effectively to capture images • Take photographs with increasing control and purpose • Experiment with framing and positioning of subjects • Review photographs and select images for display **Master techniques – Composition** • Explore simple composition techniques such as central focus and balance • Use colour, shape and pattern to create visually interesting photographs **Take inspiration from the greats** • Describe similarities and differences between photographs and artworks • Explore how photographers communicate ideas and themes • Use ideas from photographers and artists to inspire own images	**Develop ideas** • Develop and imaginatively extend ideas from technological and modern themes • Collect visual references and planning ideas in sketchbooks or digital formats • Adapt and improve photographic ideas throughout the process **Master techniques – Photography** • Use different angles, viewpoints and close-ups intentionally • Explore foreground and background to create depth and focus • Use lighting and framing to improve composition and atmosphere • Select and organise photographs to communicate a theme clearly **Master techniques – Composition** • Consider placement, perspective and balance within photographs • Use scale and contrast to guide the viewer's attention **Take inspiration from the greats** • Replicate some techniques used by photographers and digital artists • Explain how photographers use composition and viewpoint to communicate meaning • Create original photographic work influenced by studies of others	**Develop ideas** • Develop, refine and evaluate photographic ideas through experimentation and review • Make informed decisions about composition, subject matter and presentation • Use photography to communicate meaning, mood and interpretation **Master techniques – Photography** • Use advanced photographic techniques such as perspective, close-up, framing and depth of field intentionally • Manipulate foreground, middle ground and background to create impact • Edit and refine digital images to improve composition and clarity • Present photographs cohesively as part of an exhibition **Master techniques – Refinement and Evaluation** • Evaluate and improve photographic outcomes independently • Refine presentation and sequencing to strengthen communication of theme **Take inspiration from the greats** • Analyse the styles and techniques of notable photographers and digital artists • Explain how composition, lighting and viewpoint influence interpretation • Develop a personal photographic style inspired by studied artists rather than copying directly

	DT	**KS1 –** create a model robot with moving elements using a range of materials. **KS2 –** create a model robot with moving elements and parts that light up.	Vintage toy robots Theo Jansen	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Join materials using a range of techniques (e.g. glue, tape, split pins and simple fixings). • Fold, roll, bend and shape materials to create structures. • Select appropriate materials according to their characteristics. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing, templates and discussion. • Develop and communicate design ideas through models and mock-ups. • Evaluate products against design criteria. • Suggest improvements to strengthen, improve movement or enhance appearance. **Take Inspiration from Design Throughout History** • Investigate robots, machines and toys with moving parts. • Explore how designers create products with moving features. • Use ideas from existing products to inform designs. **Master Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use simple mechanisms such as sliders, levers, wheels, axles or pivots. • Understand how moving parts can be attached to a structure. • Understand that materials can be selected for different functions.	**Master Practical Skills** • Measure, mark out, cut and shape materials accurately. • Assemble materials and components effectively. • Use electrical components safely, including bulbs, LEDs, batteries and switches. • Strengthen and reinforce structures where necessary. **Design, Make, Evaluate and Improve** • Develop design criteria informed by purpose and intended function. • Produce annotated sketches and design plans. • Create prototypes and test ideas before final construction. • Evaluate products against design criteria and user needs. • Improve products through modification and refinement. **Take Inspiration from Design Throughout History** • Investigate how robots, machines and electronic products have developed over time. • Explore how engineers and designers solve practical problems using mechanisms and electrical systems. • Use ideas from existing products to improve designs. **Master Technical Knowledge** • Understand and use simple electrical circuits. • Incorporate switches, bulbs or LEDs into products. • Understand how electrical systems can create light within a product. • Use mechanical systems such as levers, linkages or pivots to create movement. • Apply knowledge of structures to create a stable model.	**Master Practical Skills** • Use a wide range of tools, materials and components accurately and safely. • Combine construction techniques, mechanisms and electrical systems effectively. • Create prototypes and refine products through repeated testing. • Achieve a high-quality finish suitable for the intended purpose. **Design, Make, Evaluate and Improve** • Carry out research to develop innovative designs. • Develop detailed design specifications. • Test, evaluate and refine products systematically. • Critically evaluate outcomes against design criteria and user needs. **Take Inspiration from Design Throughout History** • Investigate how robotics and electronic products have evolved. • Understand how designers and engineers combine mechanisms and electrical systems to solve problems. • Apply inspiration from historical and contemporary technologies to develop original products. **Master Technical Knowledge** • Apply understanding of electrical systems to create reliable products. • Use switches, LEDs and circuits purposefully within a design. • Understand how input and output components work together. • Apply understanding of mechanical systems (e.g. levers, linkages, pivots, cams where appropriate) to create movement. • Use knowledge of structures and materials to improve stability, durability and function.
Explorers	**Art**	**KS1/KS2 -** Create collages using a range of media that depict key discoveries/sights from the POV of the explorers. KS2 to take inspiration from studied artists to influence their original artwork and use mixed media to purposefully exchange between realism and abstract.	Henri Matisse Faith Ringgold	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore and develop ideas through observation, imagination and discussion • Use experiences and visual sources to plan artwork **Master techniques – Collage** • Use a combination of materials that are cut, torn and glued • Sort and arrange materials for a purpose • Mix materials to create texture and detail	**Develop ideas** • Develop and imaginatively extend ideas from historical and geographical themes • Collect sketches, images and resources in sketchbooks • Adapt and improve ideas throughout the creative process **Master techniques – Collage** • Use a combination of materials that are cut, torn and overlapped • Combine visual and tactile qualities in artwork	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about materials, composition and perspective • Use artwork to communicate atmosphere, narrative and meaning **Master techniques – Collage / Mixed Media** • Combine a range of media confidently to create visually complex outcomes • Manipulate materials precisely to achieve intended textures and effects

				• Layer and overlap materials to create simple depth and form **Master techniques – Colour and Composition** • Use colour, shape and pattern to represent landscapes and discoveries • Arrange materials thoughtfully to create a clear composition • Use contrasting materials to create visual interest **Take inspiration from the greats** • Describe similarities and differences between artworks from different cultures and periods • Explore how artists represent journeys, landscapes and discoveries • Use ideas from studied artwork in own collages	• Layer materials purposefully to create depth and perspective • Experiment with texture, pattern and colour to communicate atmosphere **Master techniques – Composition** • Plan and arrange collage elements carefully to guide the viewer's attention • Use scale, placement and overlapping to represent distance and viewpoint **Take inspiration from the greats** • Replicate some techniques used by notable artists and illustrators • Explain how artists use collage and mixed media to tell stories or represent places • Create original work influenced by studies of others	• Use layering, scale and composition to create depth and movement • Integrate mixed media techniques effectively within a single piece **Master techniques – Refinement and Evaluation** • Refine work independently throughout the creative process • Evaluate and improve artistic choices to strengthen impact and communication **Take inspiration from the greats** • Analyse how artists and designers represent journeys, exploration and landscape • Explain how artistic styles and techniques influence interpretation • Develop a personal artistic response inspired by studied artists rather than copying directly
	DT	**KS1 -** Combine modelling materials to create a model of a mountain **KS2 –** Combine modelling materials to create a landscape scene with added features such as trees, river or building	David Nash Andy Goldsworthy	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Fold, roll, bend and shape materials to create structures. • Join materials using a range of techniques (e.g. glue, tape and simple fixings). • Select appropriate materials according to their characteristics. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing, discussion and simple models. • Develop and communicate design ideas using templates and mock-ups. • Explore and evaluate existing products and models. • Evaluate their finished model against design criteria. **Take Inspiration from Design Throughout History** • Investigate how models and landscapes are represented in museums, displays and dioramas. • Explore how designers and model makers represent natural features. • Use ideas from existing models when developing designs. **Master Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Understand that different materials have different properties. • Explore how shape and structure affect stability.	**Master Practical Skills** • Measure, mark out, cut and shape materials accurately. • Shape and combine modelling materials effectively. • Use finishing techniques to improve appearance and durability. • Select appropriate materials and tools for specific purposes. **Design, Make, Evaluate and Improve** • Develop design criteria informed by purpose and intended outcome. • Produce annotated sketches and plans. • Test and evaluate products against design criteria. • Improve products through modification and refinement. **Take Inspiration from Design Throughout History** • Investigate how architects, landscape designers and model makers create representations of environments. • Use research and existing examples to inform designs. **Master Technical Knowledge** • Strengthen structures using suitable techniques. • Understand how frameworks and supports improve stability. • Apply knowledge of shape, balance and construction when creating a landscape model. • Consider how individual features work together as part of a larger design.	**Master Practical Skills** • Use a wide range of tools, equipment and materials accurately and safely. • Combine modelling techniques and materials to create complex structures. • Create prototypes and refine construction methods. • Achieve an appropriate quality finish considering purpose and appearance. **Design, Make, Evaluate and Improve** • Carry out research and use findings to develop innovative designs. • Develop detailed design specifications. • Test, evaluate and refine products throughout the making process. • Critically evaluate products against design criteria and intended outcomes. **Take Inspiration from Design Throughout History** • Investigate how designers, architects and engineers solve structural and environmental design challenges. • Apply ideas from historical and contemporary design to improve outcomes. **Master Technical Knowledge** • Apply understanding of structures to create strong, stable and durable models. • Understand how reinforcement and support improve strength. • Use knowledge of materials and construction techniques to achieve desired outcomes. • Understand how scale, proportion and layout influence the effectiveness of a model.

				• Use simple frameworks and supports to create height and form.		
Elements	**Art**	**KS1** - block printing to create different pieces of art using different objects and materials **KS2** – creating printing blocks out of materials and then using ink to create pieces of art through block printing to depict different extreme weathers.	William Morris Katsushika Hokusai	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore ideas through experimentation with objects, shapes and textures • Use sketches and practical exploration to develop printing ideas **Master techniques – Printing** • Use repeating or overlapping shapes and patterns • Use objects and materials to create printed marks and textures • Apply paint or ink evenly to produce clear prints • Experiment with colour, shape and arrangement in printed artwork **Master techniques – Texture and Pattern** • Create simple repeated patterns and decorative effects • Explore texture using natural and manufactured materials • Combine printed shapes and marks to create visual interest **Master techniques – Colour** • Use a range of colours creatively in printed work • Mix primary colours to create secondary colours **Take inspiration from the greats** • Describe similarities and differences between printed artworks and patterns • Explore how artists and designers use printing techniques • Use ideas from studied artwork within own prints	**Develop ideas** • Develop and imaginatively extend ideas from natural and environmental themes • Collect sketches, patterns and visual references in sketchbooks • Adapt and improve designs throughout the process **Master techniques – Printing** • Make printing blocks from relief or impressed materials • Use layers of two or more colours in printmaking • Replicate patterns and textures observed in natural environments • Experiment with pressure, spacing and repetition to achieve different effects **Master techniques – Composition and Texture** • Use texture, shape and line to represent movement and atmosphere • Arrange printed elements purposefully to create composition and depth • Use contrasting colours and patterns to depict weather effects **Take inspiration from the greats** • Replicate some techniques used by printmakers and designers • Explain how artists use texture, repetition and colour to create mood • Create original work influenced by studies of others	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about composition, colour and printing methods • Use visual elements purposefully to communicate atmosphere and movement **Master techniques – Printing** • Create complex printing blocks with accuracy and control • Use multiple layers, textures and colours to create detailed prints • Manipulate ink application and printing pressure for intended effects • Combine printing techniques to create sophisticated outcomes **Master techniques – Refinement and Evaluation** • Refine printed work independently throughout the process • Evaluate effectiveness of colour, texture and composition **Take inspiration from the greats** • Analyse the styles and methods of notable printmakers and designers • Explain how artists communicate mood and meaning through print • Develop a personal artistic response inspired by studied techniques
	DT	**KS1 –** Create different sized waterproof model buildings with one moving features. **KS2 –** design and create a model of an earthquake proof building by combing different materials.	Traditional stilt houses or lighthouse structures Shigeru Ban	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Join materials using a range of techniques (e.g. glue, tape, tabs and simple fixings). • Fold, roll, bend and shape materials to create structures. • Select appropriate materials according to their characteristics. • Use simple mechanisms such as sliders, pivots or hinges to create movement. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users.	**Master Practical Skills** • Measure, mark out, cut and shape materials accurately. • Select appropriate materials according to their functional properties. • Strengthen and reinforce structures using suitable techniques. • Assemble components accurately to create a stable product. • Test structures and modify them to improve performance. **Design, Make, Evaluate and Improve** • Develop design criteria informed by research and intended function. • Produce annotated sketches and plans.	**Master Practical Skills** • Use a wide range of tools, materials and equipment accurately and safely. • Combine construction techniques to create strong and durable structures. • Create prototypes and refine designs through repeated testing. • Achieve an appropriate quality finish considering function and appearance. **Design, Make, Evaluate and Improve** • Carry out research and use findings to develop innovative designs. • Develop detailed design specifications. • Test products systematically and record results.

				• Generate ideas through drawing, discussion and simple templates. • Develop and communicate design ideas through models and mock-ups. • Explore and evaluate existing products and structures. • Evaluate finished products against design criteria. • Identify improvements that could make a structure stronger or more effective. **Take Inspiration from Design Throughout History** • Investigate how buildings are designed for different purposes. • Explore examples of homes and buildings from different times and places. • Use ideas from existing structures when developing designs. **Master Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Understand that materials have different properties, including waterproofing. • Explore how simple mechanisms create movement. • Understand that structures need secure joins and stable foundations.	• Create prototypes and test ideas before final construction. • Evaluate products against design criteria and performance requirements. • Improve products through modification and refinement. **Take Inspiration from Design Throughout History** • Investigate how engineers and architects design buildings to withstand natural disasters. • Explore examples of famous structures and modern engineering solutions. • Apply ideas from existing designs to improve products. **Master Technical Knowledge** • Strengthen structures using braces, frames and supports. • Understand how shape and construction affect strength and stability. • Explore how forces act upon structures. • Understand how materials can be combined to improve performance.	• Critically evaluate outcomes against design criteria. • Refine and improve products based on evidence from testing. **Take Inspiration from Design Throughout History** • Investigate how architects and engineers have adapted designs to solve structural challenges. • Explore historical and contemporary earthquake-resistant buildings. • Apply ideas from engineering innovations to create original solutions. **Master Technical Knowledge** • Apply understanding of structures to create strong, stable and durable products. • Understand how reinforcement, triangulation and support systems improve structural integrity. • Use knowledge of forces and load distribution to improve designs. • Understand how material choice affects strength, flexibility and resilience. • Evaluate how design decisions influence the effectiveness of a structure.
Space	**Art**	**KS1/KS2 -** painting the night sky using artistic skills of famous artists such as George Seurat and Jaxon Pollock. KS2 are to use precision to add constellations to artwork	George Seurat Vincent van Gogh	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore ideas through observation, imagination and experimentation • Use sketches and colour exploration to plan artwork **Master techniques – Painting** • Use thick and thin brushes appropriately • Mix primary colours to make secondary colours • Add white and black to alter tints and shades • Apply paint using different techniques such as dabbing, splattering and layering **Master techniques – Pattern and Texture** • Create texture and movement through repeated marks and paint effects • Experiment with dots, splashes and brushstrokes to represent stars and space **Take inspiration from the greats** • Describe similarities and differences between the work of Seurat, Pollock and other artists • Use artistic techniques inspired by famous artists in own work • Talk about how artists create mood and movement	**Develop ideas** • Develop and imaginatively extend ideas from artistic starting points • Collect sketches, colour experiments and visual references in sketchbooks • Adapt and refine ideas throughout the creative process **Master techniques – Painting** • Mix colours effectively to create atmosphere and depth • Use layering, splattering, dotting and brush techniques to create texture and movement • Use a range of brush sizes and tools with increasing control **Master techniques – Precision and Detail** • Use careful brush control to add fine details such as constellations • Consider placement, spacing and composition when adding celestial features • Use contrast between light and dark to enhance effect **Take inspiration from the greats** • Replicate some techniques used by Seurat, Pollock and other artists • Explain how artists use colour, pattern and movement to create mood • Create original work influenced by studied artists	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about colour, composition, scale and mood • Use artistic choices to communicate atmosphere and meaning **Master techniques – Painting** • Use colour mixing confidently to create depth, tone and atmosphere • Apply advanced painting techniques such as layering, controlled splattering and detailed pointillism • Manipulate paint precisely to achieve intended visual effects **Master techniques – Precision and Refinement** • Use fine brush control to add accurate constellations and intricate details • Combine abstract and realistic techniques effectively • Refine artwork independently to improve impact and composition **Take inspiration from the greats** • Analyse the styles and techniques of Seurat, Pollock and other influential artists • Explain how artistic movements and techniques influence mood and interpretation

						• Develop a personal artistic response inspired by studied artists rather than copying directly
	DT	**KS1 –** combine materials to make a model rocket **KS2 -** design and make a rocket that lifts off the ground using a chemical reaction	Early model rockets and toy rockets Different rockets and space shuttles developed by NASA	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Join materials using a range of techniques (e.g. glue, tape and simple fixings). • Fold, roll, bend and shape materials to create structures. • Select appropriate materials according to their characteristics. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing, templates and discussion. • Develop and communicate design ideas through models and mock-ups. • Explore and evaluate existing products. • Evaluate finished products against design criteria. **Take Inspiration from Design Throughout History** • Explore how rockets and spacecraft have been designed for different purposes. • Investigate existing rocket designs and identify key features. • Use ideas from existing products to inform designs. **Master Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Understand how the shape of a product affects its function. • Explore how different materials are suited to different purposes. • Understand that structures need a stable base and secure joins.	**Master Practical Skills** • Measure, mark out, cut and shape materials accurately. • Assemble and strengthen structures effectively. • Select appropriate materials and components for a specific purpose. • Build prototypes and test products safely. **Design, Make, Evaluate and Improve** • Develop design criteria informed by research and intended function. • Produce annotated sketches and design plans. • Test products systematically and record results. • Evaluate designs against criteria and make improvements. **Take Inspiration from Design Throughout History** • Investigate how rockets and aerospace technology have developed over time. • Explore how engineers solve problems related to launch, stability and flight. • Use ideas from historical and contemporary rocket designs. **Master Technical Knowledge** • Strengthen structures using suitable techniques. • Understand how shape, balance and weight distribution affect performance. • Explore how forces such as thrust and gravity affect movement. • Understand that chemical reactions can be used to create thrust and movement when used safely under supervision.	**Master Practical Skills** • Use a wide range of tools, materials and equipment accurately and safely. • Create prototypes and refine designs through repeated testing. • Combine materials effectively to improve performance and durability. • Achieve a high-quality finish appropriate to the product's purpose. **Design, Make, Evaluate and Improve** • Carry out research to develop innovative designs. • Develop detailed design specifications. • Test, evaluate and refine products systematically. • Critically evaluate outcomes against design criteria and performance requirements. **Take Inspiration from Design Throughout History** • Investigate significant developments in rocket and aerospace engineering. • Understand how designers and engineers adapt products to solve technical challenges. • Apply inspiration from existing technologies to develop original designs. **Master Technical Knowledge** • Apply understanding of structures to create strong, stable products. • Understand how forces interact during launch and flight. • Use knowledge of weight, balance and aerodynamics to improve performance. • Understand how scientific principles, including controlled chemical reactions, can be applied within product design.
The Deep	**Art**	**KS1** – create 3D collages of the ocean using different materials **KS2** – Create 3d model box of an ocean scene using a variety of materials	Henri Matisse Courtney Mattison	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore ideas and collect visual information • Use experiences and imagination to develop artwork **Master techniques – Collage / Materials** • Use a combination of materials that are cut, torn and glued • Sort and arrange materials to create different effects • Mix materials to create texture and detail • Fold, crumple, tear and overlap materials to create simple forms	**Develop ideas** • Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect ideas and resources in sketchbooks • Adapt and improve work as it progresses **Master techniques – Sculpture / Construction** • Shape and model materials for a purpose • Combine materials to create detailed 3D forms • Add materials to create texture, detail and atmosphere • Plan and create different layers within a scene	**Develop ideas** • Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect ideas and resources in sketchbooks • Adapt and improve work as it progresses **Master techniques – Sculpture / Construction** • Shape and model materials for a purpose • Combine materials to create detailed 3D forms • Add materials to create texture, detail and atmosphere • Plan and create different layers within a scene

				Master techniques – Sculpture / Form • Use a combination of shapes to create recognisable forms • Manipulate materials to create a 3D effect • Add surface detail and texture to models and collages **Take inspiration from the greats** • Describe similarities and differences between practices of artists, craftspeople and designers • Use artwork as inspiration for own creations	**Master techniques – Collage** • Use a combination of materials that are cut, torn and overlapped • Mix textures and patterns to enhance effect **Take inspiration from the greats** • Replicate techniques used by notable artists, designers or set creators • Create original work influenced by studies of others	**Master techniques – Collage** • Use a combination of materials that are cut, torn and overlapped • Mix textures and patterns to enhance effect **Take inspiration from the greats** • Replicate techniques used by notable artists, designers or set creators • Create original work influenced by studies of others
	DT	KS1/KS2 – develop sewing skills to combine materials to create a marine animal hand puppet. KS2 to sew cut pieces of material to add detail or sew repeated patterns.	Traditional hand puppets and glove puppets Faith Ringgold (textile inspiration)	**Master Practical Skills** • Cut materials safely and accurately using appropriate tools. • Measure and mark out materials using simple templates. • Join textiles using simple sewing techniques such as running stitch. • Use basic sewing equipment safely. • Combine materials to create a finished product. • Add simple embellishments and decorations to textiles. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing and discussion. • Develop and communicate design ideas using templates and mock-ups. • Evaluate products against design criteria. • Suggest improvements to the finished product. **Take Inspiration from Design Throughout History** • Explore examples of puppets and textile products from different cultures and traditions. • Investigate how textile products are designed and made. • Use ideas from existing products when developing designs. **Master Technical Knowledge** • Understand that textiles can be joined in different ways. • Explore how different materials have different properties and purposes. • Understand how templates can be used to create accurate shapes. • Build products that are functional as well as decorative.	**Master Practical Skills** • Measure, mark out and cut fabric accurately. • Join textiles using a range of sewing techniques, including running stitch and over stitch. • Sew cut pieces of fabric onto a product to create detail and decoration (appliqué). • Use finishing techniques to improve appearance and durability. • Select appropriate materials according to their characteristics. **Design, Make, Evaluate and Improve** • Develop design criteria based on purpose and user needs. • Produce annotated sketches and plans. • Test and evaluate products against design criteria. • Improve products through modification and refinement. **Take Inspiration from Design Throughout History** • Investigate how textiles and puppets are designed and constructed in different cultures. • Explore decorative textile techniques used by designers and makers. • Apply ideas from existing products to improve designs. **Master Technical Knowledge** • Understand how different stitches affect strength and appearance. • Strengthen textile products through suitable construction techniques. • Understand how decorative and functional features can be combined. • Select materials according to function and aesthetic qualities.	**Master Practical Skills** • Use a wide range of textile tools and materials accurately and safely. • Combine fabrics and sewing techniques to create high-quality products. • Sew decorative and functional components with precision. • Use repeated stitch patterns to create texture, detail and decoration. • Achieve an appropriate quality finish considering purpose and appearance. **Design, Make, Evaluate and Improve** • Carry out research to inform design decisions. • Develop detailed design specifications. • Test, evaluate and refine products throughout the making process. • Critically evaluate outcomes against design criteria and intended purpose. **Take Inspiration from Design Throughout History** • Investigate the work of textile designers, makers and craftspeople. • Understand how textile techniques have developed over time. • Apply inspiration from traditional and contemporary textile design to create original products. **Master Technical Knowledge** • Apply understanding of textile construction to create strong and durable products. • Understand how different stitches and materials affect function and appearance. • Use decorative stitching and appliqué techniques effectively. • Evaluate how material choice and construction techniques influence the quality of a product.
It's a Small World	**Art**	KS1/KS2 to study different artistic styles from around the world.	Traditional African masks and textiles	**Develop ideas** • Respond to ideas and starting points from across the curriculum	**Develop ideas** • Develop and imaginatively extend ideas from cultural starting points	**Develop ideas** • Develop, refine and explain artistic ideas through sketchbooks and experimentation

		KS1 to focus on Europe and Africa. KS2 to focus on the Americas and Asia and create a piece of work influenced by these cultures using mixed media.	Yayoi Kusama (Asia) or Frida Kahlo (Americas)	• Explore ideas and collect visual information about artworks and cultural styles • Use experiences and imagination to develop artwork inspired by other cultures **Master techniques – Drawing / Painting / Mixed Media** • Use a range of materials creatively to design and make products • Experiment with colour, pattern, texture, line and shape • Mix primary colours to create secondary colours • Use materials that are cut, torn and glued to create layered effects **Master techniques – Collage** • **Sort and arrange materials for a purpose** • **Combine materials to create texture and pattern** • **Use overlapping, layering and repetition to add detail** **Take inspiration from the greats** • Describe similarities and differences between the work of artists, craftspeople and designers from different cultures • Explore artwork from Europe and Africa and discuss colours, patterns and materials used • Use artistic techniques from studied cultures in own work	• Collect information, sketches and resources in sketchbooks • Adapt and improve work as it progresses **Master techniques – Mixed Media** • Combine visual and tactile qualities in artwork • Use layering, texture and colour purposefully • Mix and apply colours to create atmosphere and effect • Combine different materials and techniques effectively **Master techniques – Pattern and Design** • Replicate patterns and motifs from cultural artwork • Use repeated shapes, textures and forms to create visual impact **Take inspiration from the greats** • Replicate techniques used by artists and artisans from Asia and the Americas • Compare artistic styles from different cultures and periods • Create original work influenced by the styles studied	• Make informed choices about materials, composition and style • Express meaning and cultural influence through artwork **Master techniques – Mixed Media** • Combine materials and processes confidently to create complex outcomes • Use colour, texture, pattern and form deliberately for effect • Manipulate materials precisely to achieve intended results **Master techniques – Evaluation and Refinement** • Refine work independently and make improvements based on evaluation • Explain artistic decisions using appropriate vocabulary **Take inspiration from the greats** • Give details about the style and characteristics of artists and artistic traditions from around the world • Analyse how cultural beliefs and environments influence art • Use studied techniques to develop a personal artistic response rather than copying directly
	DT	KS1 – follow a recipe to create a cuisine from a different country and adapt the recipe to make a new dish KS2 – Follow and adapt recipes to create a meal from scratch inspired by cuisines from around the world.	Variety of different chefs and recipes around the world	**Master Practical Skills** • Cut, peel, grate, chop and slice food safely with appropriate support. • Measure and weigh ingredients using simple equipment. • Mix and combine ingredients to create a finished product. • Prepare food hygienically and safely. • Use basic kitchen utensils and equipment correctly. **Design, Make, Evaluate and Improve** • Follow a recipe accurately to create a product. • Generate ideas for simple changes to an existing recipe. • Discuss likes and dislikes about existing food products. • Evaluate the appearance, taste and texture of a finished dish. • Suggest improvements or adaptations to a recipe. **Take Inspiration from Design Throughout History** • Explore foods and recipes from different countries and cultures.	**Master Practical Skills** • Prepare and cook predominantly savoury dishes safely and hygienically. • Measure, weigh and combine ingredients accurately. • Use a range of food preparation techniques appropriately (e.g. chopping, mixing, grating and heating). • Select and use suitable tools and equipment safely. **Design, Make, Evaluate and Improve** • Develop design criteria for a meal based on purpose and intended user. • Adapt existing recipes to meet a specific brief. • Produce annotated plans showing ingredients and methods. • Test and evaluate dishes against design criteria. • Improve recipes based on feedback and evaluation. **Take Inspiration from Design Throughout History** • Investigate foods and culinary traditions from different cultures and countries.	**Master Practical Skills** • Prepare and cook a variety of predominantly savoury dishes confidently and independently. • Demonstrate a range of food preparation and cooking techniques accurately and safely. • Select and use appropriate ingredients, tools and cooking methods effectively. • Adapt recipes and techniques to achieve desired outcomes. **Design, Make, Evaluate and Improve** • Carry out research to develop a recipe that meets a specific purpose or brief. • Develop detailed design specifications for a meal. • Test, evaluate and refine recipes throughout the cooking process. • Critically evaluate outcomes considering taste, nutrition, cost and suitability. • Make informed modifications based on evaluation. **Take Inspiration from Design Throughout History**

				• Understand that recipes are developed for different tastes, traditions and purposes. • Use ideas from existing dishes when adapting recipes. **Master Technical Knowledge** • Understand where food comes from. • Know the importance of hygiene and safety when preparing food. • Understand that ingredients can be combined in different ways to create new dishes. • Begin to understand the principles of a healthy and varied diet.	• Explore how recipes have changed and developed over time. • Use ideas from international cuisines to influence recipe design. **Master Technical Knowledge** • Understand seasonality and where ingredients are grown, reared, caught or processed. • Understand how ingredients contribute to flavour, texture and appearance. • Apply principles of a healthy and varied diet. • Understand how cooking changes ingredients.	• Investigate how cuisines have developed through culture, geography, trade and migration. • Explore how chefs adapt traditional recipes to create new dishes. • Apply ideas from traditional and contemporary cooking to create original meals. **Master Technical Knowledge** • Understand and apply the principles of a healthy and varied diet. • Understand nutritional value and the role of different food groups. • Understand how cooking techniques affect flavour, texture and nutritional content. • Apply knowledge of ingredients and cooking processes when designing and adapting recipes.
Mummies and Tombs	**Art**	**KS1 -** Design and sculpt death masks using paper mache/mod roc **KS2 -** sculpt canopic jars, that are strong enough to hold an item inside, using clay and decorate.	Tutankhamun's sarcophagus and death mask and what was found in his tomb.	**Develop ideas** • Respond to ideas and starting points from across the curriculum • Explore and develop ideas through drawing and modelling • Use observations and imagination to design a simple mask **Master techniques – Sculpture** • Use a combination of shapes to create recognisable forms • Shape and model malleable materials safely and effectively • Add texture and detail to sculpture using tools and materials • Manipulate materials by rolling, cutting, joining and smoothing **Master techniques – Colour and Decoration** • Use painting and decorative techniques to add detail and pattern • Explore colour and pattern inspired by Ancient Egyptian art **Take inspiration from the greats** • Describe similarities and differences between Ancient Egyptian artefacts and modern artwork • Use artistic features from historical artefacts to inspire own work	**Develop ideas** • Develop and imaginatively extend ideas from historical starting points • Collect sketches and design ideas in sketchbooks • Adapt and improve work throughout the making process **Master techniques – Sculpture** • Shape, form and construct using clay for a purpose • Join clay securely to create stable forms • Use tools to carve, shape and add detail • Consider structure and function when designing a 3D object **Master techniques – Surface and Decoration** • Add texture, pattern and decorative detail to clay surfaces • Apply painted or carved decoration inspired by Ancient Egyptian designs **Master techniques – Evaluation** • Compare designs with final outcomes and identify improvements **Take inspiration from the greats** • Replicate techniques and decorative styles from Ancient Egyptian artefacts • Create original pieces influenced by historical crafts and sculpture	**Develop ideas** • Develop, refine and evaluate ideas through sketchbooks and experimentation • Make informed decisions about shape, structure and decoration • Combine artistic and functional considerations in design **Master techniques – Sculpture** • Use clay and sculpting techniques confidently and precisely • Create strong, balanced structures with hollow forms • Manipulate materials to achieve accurate shape, proportion and detail • Use decorative techniques to enhance form and meaning **Master techniques – Refinement and Evaluation** • Refine and improve work independently throughout the process • Evaluate the effectiveness of construction and decoration **Take inspiration from the greats** • Analyse the features and purposes of Ancient Egyptian artefacts • Explain how historical artists and craftspeople influenced their work • Develop a personal response while using traditional techniques
	DT	**KS1** – Design and make a sarcophagus for Tutankhamun **KS2** – Using the Shaduf as a stimulus, design and create a contraption to	Tutankhamun's sarcophagus and death mask and what was found in his tomb. Shaduf	**Master Practical Skills** • Cut materials safely using tools provided. • Measure and mark out materials to create simple shapes. • Join materials using a range of techniques (e.g. glue, tape, dowelling and simple fixings).	**Master Practical Skills** • Measure, mark out, cut and shape materials accurately. • Assemble materials and components to create functional products. • Strengthen and reinforce structures where necessary.	**Master Practical Skills** • Use a wide range of tools, materials and equipment accurately and safely. • Combine construction techniques to create strong and durable products. • Create prototypes and refine designs through repeated testing.

		collect water using natural materials.		• Shape and finish materials to improve appearance. • Select appropriate materials according to their characteristics. • Assemble components to create a completed product. **Design, Make, Evaluate and Improve** • Design purposeful products for themselves and other users. • Generate ideas through drawing, discussion and simple templates. • Develop and communicate design ideas through models and mock-ups. • Explore and evaluate existing products and artefacts. • Evaluate finished products against design criteria. • Suggest improvements to make **products stronger or more effective.** **Take Inspiration from Design Throughout History** • Investigate Ancient Egyptian artefacts, including sarcophagi. • Explore how historical craftspeople designed and made decorative objects. • Use ideas from historical artefacts to inform designs. **Master Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Understand that different materials have different properties and uses. • Explore how shape and construction affect the strength of a product. • Understand how decorative features can be added without affecting function.	• Select suitable materials according to their properties. **Design, Make, Evaluate and Improve** • Develop design criteria based on function and purpose. • Produce annotated sketches and design plans. • Create prototypes and test ideas before final construction. • Evaluate products against design criteria. • Improve products through modification and refinement. **Take Inspiration from Design Throughout History** • Investigate how the Shaduf was used in ancient societies. • Explore how inventors and engineers solve practical problems. • Apply ideas from historical technology to modern designs. **Master Technical Knowledge** • Understand and use mechanical systems such as levers and pivots. • Explore how mechanisms can make work easier. • Strengthen structures using suitable construction techniques. • Understand how materials can be selected for their functional properties.	• Achieve an appropriate quality finish considering purpose and function. **Design, Make, Evaluate and Improve** • Carry out research and use findings to develop innovative designs. • Develop detailed design specifications. • Test products systematically and record results. • Critically evaluate outcomes against design criteria. • Refine and improve products based on evidence from testing. **Take Inspiration from Design Throughout History** • Investigate how historical inventions influenced modern engineering. • Understand how designers and engineers adapt existing ideas to solve problems. • Apply inspiration from ancient technologies to create original solutions. **Master Technical Knowledge** • Apply understanding of levers, pivots and simple mechanical systems. • Understand how forces affect movement and efficiency. • Use knowledge of structures and materials to improve durability and performance. • Evaluate how design decisions influence functionality and effectiveness.