

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	Memory Box: How can you capture your memories?	Bright Lights, Big City: Where should Kevin the Koala visit when he travels to London? Why?	Dinosaurs: How do we know dinosaurs existed?	Moon Zoom: How could you send Beegu back to the moon?	Splendid Skies: How does the weather change?	Rio de Vida: What is Brazil like compared to the UK?
Art: National Curriculum	*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – Pablo Picasso, Gustav Klimt	*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (lines, drawing, oil pastels) *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – James Rizzi	*to use a range of materials creatively to design and make products (sculpture) *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – Van Gogh *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – David McKee, Georges Seurat *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (tissue paper artwork to patchwork, painting in pointillism)	* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
DT: National Curriculum	Design A design purposeful, functional, appealing products for themselves and other users based on design criteria A generate, develop, model and	Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate ♣ evaluate their ideas and	Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a		Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate,	Cooking and Nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.



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ideas through talking,	Technical knowledge	and components,	technology	
drawing, templates,		including construction		
mock-ups and, where		materials, textiles and	Make	
appropriate,	Cooking and Nutrition	ingredients, according to	select from and use a range of	
information and	♣ use the basic principles of a	their characteristics	tools and equipment to perform	
communication	healthy and varied diet to		practical tasks [for example, cutting,	
technology	prepare dishes	Technical Knowledge	shaping, joining and finishing]	
	understand where food comes	♣ build structures,	select from and use a wide range	
Make	from.	exploring how they can	of materials and components,	
select from and use		be made stronger, stiffer	including construction materials,	
a range of tools and		and more stable	textiles and ingredients, according	
equipment to perform			to their characteristics	
practical tasks [for				
example, cutting,			Evaluate	
shaping, joining and			♣ explore and evaluate a range of	
finishing]			existing products	
select from and use			• evaluate their ideas and products	
a wide range of			against design criteria Technical	
materials and			knowledge	
components, including			· ·	
construction			Technical Knowledge	
materials, textiles and			♣ build structures, exploring how	
ingredients, according			they can be made stronger, stiffer	
to their characteristics			and more stable	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	Street Detective: What is the geography of where I live?	Land Ahoy: Why do we love being beside the sea so much?	Towers, Tunnels and Turrets: Have castles changed throughout time?	Muck, Mess and Mixtures: Can you create a marvellous mixture that is better than George's?	The Scented Garden: Can Trent's garden be beautiful and useful?	Beat, Band, Boogie: What makes music?
Art: National Curriculum	*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (chalk) *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (line, colour) *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work — Piet Mondrian	*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – Hokusai * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (painting)	*to use a range of materials creatively to design and make products *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (collage) * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (collage, junk modelling)	*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – Quentin Blake, Wallisy Kandinsky * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (illustration, drawing, colour mixing, shape)	*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work – Van Gogh, Henri Matisse *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (painting, drawing, collage) *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (painting from experience, still life)	*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (painting, colour) *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (sculpture linked to music)
DT: National Curriculum	Design ♣ design purposeful, functional, appealing products for	Design ♣ design purposeful, functional, appealing	Design ♣ generate, develop, model and communicate	Design ♣ design purposeful, functional, appealing	Design ♣ design purposeful, functional, appealing	Design ♣ design purposeful, functional, appealing



themselves and other users based on design criteria

A generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria Technical knowledge

Cooking and Nutrition

***** understand where food comes from.

products for themselves and other users based on design criteria

separate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- A select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

evaluate their ideas and products against design criteria Technical knowledge

Technical Knowledge

♣ build structures,

their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Evaluate

evaluate their ideas and products against design criteria Technical knowledge products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through

model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

evaluate their ideas and products against design criteria Technical knowledge products for themselves and other users based on design criteria

Make

- ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

evaluate their ideas and products against design criteria Technical knowledge

Cooking and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

products for themselves and other users based on design criteria

* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

evaluate their ideas and products against design criteria Technical knowledge

Technical Knowledge

♣ build structures,



	exploring how they can be made stronger, stiffer and more stable stiffer and use mechanisms [for example, levers, sliders, wheels and axles], in their products		exploring how they can be made stronger, stiffer and more stable
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	Stone, Bronze, Iron: What is the secret of the standing stones?	Stone, Bronze, Iron: What happened next?	Tremors: Why do some earthquakes cause more damage than others?	Gods and Mortals: What was the ancient Greeks' greatest achievement?	Predator: Which animal is the ultimate predator and why?	Urban Pioneers: Is graffiti art or vandalism? Why?
Art: National Curriculum	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (drawing, painting, digital art) *about great artists, architects and designers in history — Giuseppe Archimboldo, Sean Charmatz	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (digital art, painting) *about great artists, architects and designers in history – Kate Fortin, Jackson Pollock	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (sculpture) *about great artists, architects and designers in history — Giovanni Domenico Tiepolo	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (painting, drawing, collage) *about great artists, architects and designers in history – Henri Julien Rosseau	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (spray painting, stencilling) *about great artists, architects and designers in history — Banksy, Keith Haring, Jean-Michel Basquiat
DT: National Curriculum	Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],	Plan ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Make ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Plan ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop,	Cooking and Nutrition understand and apply the principles of a healthy and varied diet	



accurately	Make	select from and use a	model and	
	select from and use a	wider range of tools and	communicate their	
	wider range of materials	equipment to perform	ideas through	
	and components,	practical tasks [for	discussion, annotated	
	including construction	example, cutting,	sketches, cross-	
	materials, textiles and	shaping, joining and	sectional and exploded	
	ingredients, according to	finishing], accurately	diagrams, prototypes,	
	their functional		pattern pieces and	
	properties and aesthetic	Evaluate	computer-aided design	
	qualities	evaluate their ideas		
		and products against	Make	
	Evaluate	their own design criteria	select from and use a	
	investigate and	and consider the views	wider range of	
	analyse a range of	of others to improve	materials and	
	existing products	their work	components, including	
	evaluate their ideas		construction materials,	
	and products against	Technical Knowledge	textiles and	
	their own design criteria	apply their	ingredients, according	
	and consider the views	understanding of how	to their functional	
	of others to improve	to strengthen, stiffen	properties and	
	their work	and reinforce more	aesthetic qualities	
		complex structures	select from and use a	
	(Technical Knowledge		wider range of tools	
	🚓 apply their		and equipment to	
	understanding of		perform practical tasks	
	computing to program,		[for example, cutting,	
	monitor and control		shaping, joining and	
	their products.)		finishing], accurately	
	Cooking and Nutrition		Evaluate	
	understand and apply		evaluate their ideas	
	the principles of a		and products against	
	healthy and varied diet		their own design	
	prepare and cook a		criteria and consider	
	variety of predominantly		the views of others to	
	savoury dishes using a		improve their work	
	range of cooking			
	techniques			
	understand			
	seasonality, and know			

Art and Design	and Docian	and Tachna	logy Curri	culum Man
Ait allu Desigli	and Design	and recinio	logy Culli	cululli iviap



Art and Design and Design and Technology Curriculum Map										
	where and how a variety									
	of ingredients are grown, reared, caught									
	and processed.									



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	Ruthless Romans: How did the arrival of the Romans change Britain?	Road Trip: USA: What is the Sunshine State really like?	Anglo-Saxons: Was there any light in the dark ages?	Blue Abyss: What can survive in the blue abyss?	Seen and not heard: Who held the power in Victorian Society?	Bottoms, burps and bile: What do our bodies do with the food we eat?
Art: National Curriculum	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (sculpture)	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (sculpture, painting, understanding of colour) *about great artists, architects and designers in history – Edward Hopper, Jasper John, Shepard Fairey	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (embroidery)	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (painting, chalk) *about great artists, architects and designers in history – Derek De Young, Tacita Dean	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (painting, printing) *about great artists, architects and designers in history – Jackson Pollock, Andy Warhol	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (drawing, painting, collage) *about great artists, architects and designers in history –Jasper Johns abstract art
DT: National Curriculum	Plan	Plan	Plan	Evaluate		Make
	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular	* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately



	· ·			
individuals or groups	groups	individuals or groups		
		♣ generate, develop,		Cooking and Nutrition
Make	Make	model and		understand and apply
select from and use a	♣ select from and use a	communicate their		the principles of a
wider range of tools	wider range of tools and	ideas through		healthy and varied diet
and equipment to	equipment to perform	discussion, annotated		
perform practical tasks	practical tasks [for	sketches, cross-		
[for example, cutting,	example, cutting, shaping,	sectional and exploded		
shaping, joining and	joining and finishing],	diagrams, prototypes,		
finishing], accurately	accurately	pattern pieces and		
	♣ select from and use a	computer-aided design		
Evaluate	wider range of materials			
investigate and	and components, including	Make		
analyse a range of	construction materials,	♣ select from and use a		
existing products	textiles and ingredients,	wider range of tools		
evaluate their ideas	according to their	and equipment to		
and products against	functional properties and	perform practical tasks		
their own design	aesthetic qualities	[for example, cutting,		
criteria and consider		shaping, joining and		
the views of others to	Evaluate	finishing], accurately		
improve their work	evaluate their ideas and	♣ select from and use a		
	products against their own	wider range of		
	design criteria and consider	materials and		
	the views of others to	components, including		
	improve their work	construction materials,		
	understand how key	textiles and ingredients,		
	events and individuals in	according to their		
	design and technology have	functional properties		
	helped shape the world	and aesthetic qualities		
	Technical Knowledge	Evaluate		
	understand and use	investigate and		
	electrical systems in their	analyse a range of		
	products [for example,	existing products		
	series circuits incorporating	evaluate their ideas		
	switches, bulbs, buzzers	and products against		
	and motors]	their own design		
		criteria and consider		
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the views of others to improve their work



Technical Knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	Vikings + Anglo-Saxons: Raiders or settlers: how should we remember the Vikings?	Pharaoh: How can we know so much about the ancient Egyptians as they lived so long ago?	Scream Machine: What is needed to make a spine- tingling ride?	Stargazer: Could humans live on another planet?	Misty Mountain, Winding River: Rivers and mountains: natural wonders or danger zones?	Allotment: Can you grow a sandwich?
Art: National Curriculum	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (shading, creating texture) *about great artists, architects and designers in history – Hans Holbein	*to create sketch books to record their observations and use them to review and revisit ideas	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (drawing, movement lines) *about great artists, architects and designers in history – Roy	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (painting, colour) *about great artists, architects and designers in history – Stanley	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (painting - watercolours, using negative space) *about great artists, architects and designers in history – Georgia	*to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (sculpture with natural materials, watercolours) *about great artists, architects and designers in history – Claude Monet, Andy
DT: National Curriculum	Plan	Plan	Lichtenstein	Spencer, Georgia O'Keefe	O'Keefe, Vincent Van Gogh	Goldsworthy
21. National Carriculum	♣ use research and	♣ use research and	♣ use research and		♣ use research and	select from and use a
	develop design criteria	develop design criteria to	develop design criteria		develop design criteria to	wider range of materials
	to inform the design of	inform the design of	to inform the design of		inform the design of	and components,
	innovative, functional,	innovative, functional,	innovative, functional,		innovative, functional,	including construction
	appealing products that	appealing products that	appealing products that		appealing products that	materials, textiles and
	are fit for purpose,	are fit for purpose, aimed	are fit for purpose,		are fit for purpose, aimed	ingredients, according to
	aimed at particular	at particular individuals	aimed at particular		at particular individuals	their functional
	individuals or groups	or groups	individuals or groups		or groups	properties and aesthetic



* generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Evaluate

understand how key events and individuals in design and technology have helped shape the world

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Evaluate

work

A investigate and

analyse a range of existing products
♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their

Technical Knowledge

♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures # generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computeraided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

♣ investigate and analyse a range of existing products
♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
♣ understand how key Repensate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computeraided design

Evaluate

• understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

§ apply their understanding of computing to program, monitor and control their products. qualities

Cooking and Nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



events and individuals in design and technology have helped shape the world Technical Knowledge • understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) • understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.	
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Art and Design and Technology Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	Battle of Barnet: What happened in Barnet in 1471? Britain at War: What was life like during WW2?	Britain at War: Why was winning the Battle of Britain in 1940 so important?	Frozen Kingdoms: Antarctica: everlasting winter wonderland or treacherous terrain?	Hola Mexico: Why did the ancient Maya change their way of life?	Breathing Spaces: Who are Britain's National Parks for?	Gallery Rebels: What makes art rebellious?
Art: National Curriculum	*great artists, architects and designers in history – L S Lowry *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (water colours, pencil and digital art)		*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pastel)	*about great artists, architects and designers in history – Frida Kahlo *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (digital art, collage, paint, printing)		about great artists, architects and designers in history – a range
DT: National Curriculum	*vse research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *Make: *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities			Cooking and Nutrition: *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
	design criteria and consi improve their work	d products against their own der the views of others to vents and individuals in design lped				



varied diet		