



The Meadows School

Long term plan – Topic (Theme: Understanding and Exploring the World)

Foundations for Life

Learning for Life

Options for Life

Key stage 3 & 4:
Year 1 – 2024 -2025

Topic: What is it like here? (Autumn 1 and Autumn 2)

Focus: Immediate environment, weather, local places in the UK

The students will learn about their immediate environments and surrounding locations, including weather and places within the UK.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Collage landscapes, Collage, Painting using natural textures (leaves, bark rubbings, sandpaper). • Photography walks around local area/ areas of outstanding beauty • Weather-inspired painting (hot/cold colour palettes). 	<ul style="list-style-type: none"> • Folk songs from the Midlands and Celtic traditions. • Elgar's <i>Pomp and Circumstance</i> as a patriotic/classical link. • Beatles/Queen – compare lyrics about place and identity. 	<ul style="list-style-type: none"> • Compare industrial vs rural towns (West Bromwich vs Bridgnorth). • Local history of Sandwell – mining, industry, canals. • How communities grew around geography (rivers, factories). 	<ul style="list-style-type: none"> • Map skills: finding way around school, compass directions. • Weather charting: hot/cold, rainfall, seasonal changes. • Compare Sandwell (urban) vs Bridgnorth (rural/market town).
<ul style="list-style-type: none"> • <i>Skills:</i> Collage, painting, photography, using natural textures. • <i>Knowledge:</i> Landscapes, colour palettes for weather, how artists represent place. 	<ul style="list-style-type: none"> • <i>Skills:</i> Listening, comparing genres, singing/playing folk tunes. • <i>Knowledge:</i> Folk/Celtic traditions, Elgar's patriotic works, Beatles/Queen as cultural icons. 	<ul style="list-style-type: none"> • <i>Skills:</i> Comparing communities, using sources to understand local history. • <i>Knowledge:</i> Industrial vs rural development, history of Sandwell and Bridgnorth. 	<ul style="list-style-type: none"> • <i>Skills:</i> Map reading, compass directions, following routes. • <i>Knowledge:</i> Local area features, weather differences, urban vs rural geography.

Topic: Funny Faces and Fabulous Features (Spring 1 and Spring 2)

Focus: Portraits, identity, artists

The students will learn about the concept of portraits and how to use collage techniques to create self-portraits and portraits of others.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Self-portraits with collage (magazine cut-outs, fabric). • Warhol-inspired pop art prints. • Arcimboldo-inspired fruit/vegetable portraits. 	<ul style="list-style-type: none"> • Warhol's era: Rolling Stones, Aretha Franklin. • Renaissance sacred music: Palestrina, Orlando di Lasso. • Compare modern vs historical sound worlds. 	<ul style="list-style-type: none"> • Lives of Warhol and Arcimboldo – cultural context (Pop Art vs Renaissance). • How portraiture reflected wealth, power, and identity. 	<ul style="list-style-type: none"> • Locate New York and Milan on maps. • Compare cultural environments (urban USA vs Renaissance Italy).
<ul style="list-style-type: none"> • <i>Skills:</i> Collage, self-portrait techniques, pop art printing. • <i>Knowledge:</i> Warhol's Pop Art, Arcimboldo's Renaissance portraits, symbolism in portraiture. 	<ul style="list-style-type: none"> • <i>Skills:</i> Listening to contrasting styles, linking art and music. • <i>Knowledge:</i> Warhol's cultural era (Rolling Stones, Aretha Franklin), Renaissance sacred music. 	<ul style="list-style-type: none"> • <i>Skills:</i> Researching artists' lives, placing them in historical context. • <i>Knowledge:</i> Biographies of Warhol and Arcimboldo, role of portraiture in society. 	<ul style="list-style-type: none"> • <i>Skills:</i> Locating cities on maps, comparing cultural environments. • <i>Knowledge:</i> New York (modern urban culture) vs Milan (Renaissance Italy).

Topic: Communities and Cultures (Summer 1 & Summer 2)

Focus: Homes, clothing, landmarks, global communities

The students will learn about their own communities and communities and cultures around the world including different houses and homes

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Build model houses/rooms with recycled materials. • Costume design inspired by Indian, Chinese, African traditions. • Collaborative mural of "Our Community." 	<ul style="list-style-type: none"> • Indian Bhangra rhythms. • Chinese pentatonic scales. • Compare Western vs Eastern instruments. 	<ul style="list-style-type: none"> • Famous landmarks (Taj Mahal, Great Wall, Stonehenge). • Designers/architects who shaped cultural identity. 	<ul style="list-style-type: none"> • Houses and homes around the world. • Clothing linked to climate and culture. • Famous places in the local community.
<ul style="list-style-type: none"> • <i>Skills:</i> Construction, costume design, collaborative mural-making. • <i>Knowledge:</i> Cultural clothing, community representation in art. 	<ul style="list-style-type: none"> • <i>Skills:</i> Performing rhythms, exploring non-Western scales. • <i>Knowledge:</i> Indian Bhangra, Chinese pentatonic traditions. 	<ul style="list-style-type: none"> • <i>Skills:</i> Investigating landmarks, understanding cultural heritage. • <i>Knowledge:</i> Taj Mahal, Great Wall, Stonehenge – designers and cultural significance. 	<ul style="list-style-type: none"> • <i>Skills:</i> Comparing houses/homes globally, analysing clothing in relation to climate. • <i>Knowledge:</i> Global housing types, famous local places, cultural geography.

Key stage 3 & 4: Year 2
2025-2026

Topic: Ready, Steady, Grow (Autumn 1 and Autumn 2)

Focus: Food, farming, healthy lifestyle

The students will learn about food and farming. They will explore where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Food art (fruit/veg printing, chocolate wrappers collage). • Landscape painting of farms. 	<ul style="list-style-type: none"> • Country & Western – storytelling through song. • Rhythms inspired by farm work (call-and-response). 	<ul style="list-style-type: none"> • Farming through time (plough to tractor). • Cadbury's history – chocolate industry in Birmingham. 	<ul style="list-style-type: none"> • Food origins – map where chocolate, bananas, rice come from. • Farming types; animal, crops
<ul style="list-style-type: none"> • <i>Skills:</i> Food printing, landscape painting. • <i>Knowledge:</i> Food in art, rural landscapes. 	<ul style="list-style-type: none"> • <i>Skills:</i> Singing/playing country styles, rhythm work. • <i>Knowledge:</i> Country & Western traditions. 	<ul style="list-style-type: none"> • <i>Skills:</i> Sequencing farming developments, researching industry. • <i>Knowledge:</i> Farming history, Cadbury's chocolate industry. 	<ul style="list-style-type: none"> • <i>Skills:</i> Mapping food origins, comparing farming types. • <i>Knowledge:</i> Global food sources, crops vs animal farming.

Topic: A Symphony of Colour (Spring 1 and Spring 2)

Focus: Colour, line, shape, sound

The students will learn about the use of colour, line and shape within art including inspirational artists and musicians around the world.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Kandinsky-inspired abstract art – shape, line and colour • Create a “class museum” of colour works. • Explore oil pastels, collage, paint. 	<ul style="list-style-type: none"> • Classical (Atonal) Arnold Schonberg, Classical: Mozart. Opera: Mozart, Requiem: Mozart, Classical: Bach • Linking colour to sound. Explore how colour can represent moods/sounds • Create soundscapes for colour moods 	<ul style="list-style-type: none"> • Lives of composers – how they broke traditions. • Compare Baroque, Classical, Modernist eras. 	<ul style="list-style-type: none"> • Use maps to locate composers' birthplaces (Germany, Austria). • Explore cultural geography of music centres (Vienna, Leipzig).
<ul style="list-style-type: none"> • <i>Skills:</i> Abstract painting, collage, museum curation. • <i>Knowledge:</i> Kandinsky's theories of colour/shape. 	<ul style="list-style-type: none"> • <i>Skills:</i> Listening, linking sound to colour, creating soundscapes. • <i>Knowledge:</i> Schönberg (atonal), Mozart, Bach – stylistic differences. 	<ul style="list-style-type: none"> • <i>Skills:</i> Researching composers, comparing eras. • <i>Knowledge:</i> Lives of Schönberg, Bach, Mozart. 	<ul style="list-style-type: none"> • <i>Skills:</i> Using maps to locate composers' birthplaces. • <i>Knowledge:</i> Vienna, Leipzig as cultural centres.

Topic: Race Through the Decades (Summer 1 & Summer 2)

Focus: Music, fashion, food, art through time

The students will learn about different styles of music and how music has changed through the decades. They will also learn about the changes in food, clothing and art through the decades.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Fashion/textile design from 50s–90s. • Sensory art exploring textures of clothing. 	<ul style="list-style-type: none"> • Rock & Roll, Disco, Funk, Synth Pop, R&B, Indie, Dance. • Compare instruments/technology across decades. 	<ul style="list-style-type: none"> • Social changes reflected in food, clothing, music. • Youth culture movements (Mods, Punks, Ravers). 	<ul style="list-style-type: none"> • Globalisation of fashion/music. • How geography influenced styles (Detroit Motown, UK Britpop).
<ul style="list-style-type: none"> • <i>Skills:</i> Textile design, sensory exploration of materials. • <i>Knowledge:</i> Fashion trends across decades. 	<ul style="list-style-type: none"> • <i>Skills:</i> Listening, comparing genres, performing styles. • <i>Knowledge:</i> Rock & Roll → Disco → Funk → Synth Pop → R&B → Indie → Dance. 	<ul style="list-style-type: none"> • <i>Skills:</i> Analysing social change through culture. • <i>Knowledge:</i> Youth movements, food/clothing/music shifts. 	<ul style="list-style-type: none"> • <i>Skills:</i> Exploring globalisation of culture. • <i>Knowledge:</i> Regional influences (Detroit Motown, UK Britpop).

Key stage 3 : Year 3
2026 -2027

Topic: A Slice of Life (Autumn 1 and Autumn 2)

Focus: Modern artists, famous people

The students will learn about modern day artists and famous people including those through history that have impacted on our lives. The students will compare creative individuals.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Banksy – street art, stencils. • Hockney – swimming pools, digital art. 	<ul style="list-style-type: none"> • Sea shanties (community singing). • Modern pop (Ariana Grande, Harry Styles). • Gospel & Soul – Aretha Franklin, Motown. 	<ul style="list-style-type: none"> • Lives of James Cook, Neil Armstrong, Van Gogh, Boudica. • Compare impact of explorers, artists, leaders. 	<ul style="list-style-type: none"> • Explore Australia & Antarctica – climate, environment. • Map journeys of explorers.
<ul style="list-style-type: none"> • <i>Skills:</i> Stencil work, digital art, comparing styles. • <i>Knowledge:</i> Banksy, Hockney – modern art practices 	<ul style="list-style-type: none"> • <i>Skills:</i> Singing sea shanties, performing pop/gospel. • <i>Knowledge:</i> Ariana Grande, Harry Styles, Aretha Franklin, Motown. 	<ul style="list-style-type: none"> • <i>Skills:</i> Researching biographies, sequencing events. • <i>Knowledge:</i> Cook, Armstrong, Van Gogh, Boudica. 	<ul style="list-style-type: none"> • <i>Skills:</i> Mapping exploration routes. • <i>Knowledge:</i> Australia, Antarctica – climates and environments.

Topic: Our Wonderful World (Spring 1 and Spring 2)

Focus: Communities, climates, living things

The students will learn about interesting facts around the world relating to communities, climates and living things.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • African painting/printing. • Brazilian modernist art. 	<ul style="list-style-type: none"> • African drumming / choral chants (Savannah). • Brazilian rainforest rhythms. 	<ul style="list-style-type: none"> • Artefacts from African/Brazilian cultures. • How art/music reflected environment. 	<ul style="list-style-type: none"> • Landscapes – savannah vs rainforest. • Climate zones and biodiversity.
<ul style="list-style-type: none"> • <i>Skills:</i> Printing, painting, modernist techniques. • <i>Knowledge:</i> African and Brazilian art traditions. 	<ul style="list-style-type: none"> • <i>Skills:</i> Drumming, rhythm exploration, vocal exploration, harmony • <i>Knowledge:</i> African Savannah music, Brazilian rainforest music. 	<ul style="list-style-type: none"> • <i>Skills:</i> Artefact analysis. • <i>Knowledge:</i> Cultural artefacts and their histories. 	<ul style="list-style-type: none"> • <i>Skills:</i> Landscape comparison, climate study. • <i>Knowledge:</i> Savannah vs rainforest features.

Topic: Air, Water or Land (Summer 1 & Summer 2)
Focus: Elements, animals, transport, environment

The students will learn about the elements, including animals and transport. They will compare landscapes and learn about the impact human behaviour has on the planet.

Art Elements	Music Elements	History Elements	Geography Elements
<ul style="list-style-type: none"> • Animal-themed clay/paint. • Sensory trays for air/water/land. 	<ul style="list-style-type: none"> • Jazz improvisation. • Blues storytelling. • Classical: Saint-Saëns <i>The Swan</i>. 	<ul style="list-style-type: none"> • Transport through time – horse, train, car, plane. • Impact of inventions on society. 	<ul style="list-style-type: none"> • Human impact on planet – pollution, climate change. • Sustainable transport solutions.
<ul style="list-style-type: none"> • <i>Skills:</i> Clay modelling, sensory art. • <i>Knowledge:</i> Animal representation in art, sensory exploration. 	<ul style="list-style-type: none"> • <i>Skills:</i> Improvisation, storytelling through music. • <i>Knowledge:</i> Jazz, Blues, Saint-Saëns <i>The Swan</i>. 	<ul style="list-style-type: none"> • <i>Skills:</i> Sequencing transport developments. • <i>Knowledge:</i> Transport through time – horse, train, car, plane. 	<ul style="list-style-type: none"> • <i>Skills:</i> Analysing human impact, sustainability. • <i>Knowledge:</i> Pollution, climate change, sustainable transport.