



ART & DESIGN (WITH HISTORY/GEOGRAPHY) COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 2

Intent:

		Cycle A (2023-2024)	Cycle B (2024-2025)	Cycle C (2025-2026)	Cycle D (2026-2027)
A u t u m	1	<p style="text-align: center;">Theme- Maps</p> <p>ART – Creativity and Inspiration from maps and SHAPES within maps</p> <p><i>National Curriculum coverage -taught at differentiated Developmental steps.</i></p> <p style="text-align: center;">ARTISTS & DESIGNERS</p> <ul style="list-style-type: none"> • Stephen Wiltshire – Artist and autistic savant • Le Corbusier – Architect and Designer • Looking at the maps & layout of inner cities – Looking at how to draw buildings – 2D and 3D – turning 2D shapes into buildings • Drawing skills 	<p style="text-align: center;">Theme- Going Green</p> <p>Art & Design =FORM (SCULPTURE)</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Looking at Climate Change and the effect of ice melting in the world • Lowry inspired drawings/Adding rain using the side of a ruler and paint • Ice cube painting / blow-straw pictures/Artistic weather pictures inspired through google search/Focus on colour and texture 	<p style="text-align: center;">Theme- Europe</p> <p>Art & Design = PATTERN & PRINT</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Making European flags – mixing shapes with pattern and fine motor skills • Cutting using scissors/drawing from Secondary resources/using the projector to enlarge buildings/Review & revisit ideas/ Improve drawing & painting techniques/ layering textures to create collages/mixing oil pastels to create new colours/using knowledge of shapes – squares & rectangles 	<p style="text-align: center;">Theme- Water</p> <p>Art & Design = TONE & VALUE</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Water inspired artwork based on rivers, streams and lily pads • Water Lillies on abstract backgrounds Wet on Wet rivers and brooks • Experimental paint techniques
	2	<p style="text-align: center;">Theme- Victorian Britain</p> <p>History – Chronology/Change and continuity</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – the changing power of Monarchs using case studies such as John, Anne, and Victoria. 	<p style="text-align: center;">Theme- Stone Age to Iron Age</p> <p>History – Chronology/Change and continuity</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age (such as Stone Age - late Neolithic hunter – gatherers and early farmers, Skara Brae; Bronze Age – Stonehenge; Iron Age – tribal kingdoms, farming). 	<p style="text-align: center;">Theme- Our Local History</p> <p>History – Sources and Evidence</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • A local history study (such as a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). 	<p style="text-align: center;">Theme- Anglo Saxons</p> <p>History – Cause and Consequence/ Similarity and Difference</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Britain's settlement by Anglo – Saxons and Scots (such as Anglo-Saxon invasions, settlements, and kingdoms: place names and village life).

S p r i n g	1	<p>Theme- Volcanoes and Earthquakes Art & Design = COLOUR & BLENDING <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Looking at how the earth is formed/ Layers of the earth Inspire through textured layers & textiles, creating continuous contour patterns with vibrant colours. 	<p>Theme- The United Kingdom Art & Design = ART HISTORY <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Create promotional posters in the style of seaside resorts to promote a local area and a contrasting place, for example, the hills surrounding Rossendale and Silverdale on the edge of Lancashire 	<p>Theme- Our World Art & Design = LINE <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Inspiration from our Natural World using natural resources to create patterns, build sculptures from natural materials: wood/stone/minerals 	<p>Theme- North & South America Art & Design = PATTERN & PRINT <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Geometric patterns and prints inspired by South American Culture Mexican Textiles - recreating vibrant patterns using ICT/printing/polystyrene stencils Looking at brown and cream patterns
	2	<p>Theme- Ancient Greece History - Historical Significance <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> A study of Greek life and achievements and the influence on the western world. 	<p>Theme- Mayan Civilisation History – Cultural Diversity/Similarity and Difference <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> A non – European society that provides contrast with British History – Mayan civilisation. 	<p>Theme- Vikings History – Cause and Consequence <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> The Viking and Anglo – Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Viking raids and invasion – who were the Vikings, where did they come from? How/Why did they invade Britain? What did they do? How did the Anglo-Saxons defend? Impact of Viking raids) 	<p>Theme- Roman Empire (Britain) History - Historical Significance/Change and Continuity <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain (such as ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture, and beliefs, including early Christianity.)
S u m m e r	1	<p>Theme- Where We Live Art & Design = LINE AND SHAPE <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Drawing/enlargement/making 3D buildings from nets/cityscapes and sunsets/blending colours/drawing buildings/simple perspective/Drawing in charcoal and chalk/Being inspired by Lowry and local artists such as Liam Spencer 	<p>Theme- What’s the difference? Art & Design = PATTERN & PRINT <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Sea and Ocean inspired artwork Creating paintings and collages based on the colours, textures and effects of water Blues/whites/greens & contrasting colours Islamic Tiles inspired by patterns, print and shapes 	<p>Theme- Land and Elements Art & Design = TEXTURE <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> The elements – creating a montage of abstract artwork Art inspired by Earth/Wind/Fire/Water Create 4 different based on texture & colour 	<p>Theme- Settlements Art & Design =FORM & SCULPTURE <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Anglo Saxon Settlements and Artefacts Anglo-Saxon place names Anglo-Saxon art Bayeux Tapestry Designing and making helmets Alfred the Great The importance of cows, sheep & goats Anglo Saxon Brooch designing.

2	<p>Theme- Ancient China History – Chronology/Sources and Evidence <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilization appeared and a depth study of The Shang Dynasty of Ancient China. 	<p>Theme- Ancient Egypt History – Historical Significance/Source and Evidence <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilization appeared and a depth study of Ancient Egypt. 	<p>Theme- The Battle of Britain History – Cause and Consequence and Historical Significance <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history, for example the Battle of Britain (WWII - The home front – (looking at the Battle of Britain), rationing, air raid shelters, underground, evacuation – English text Goodnight Mr Tom) 	<p>Theme- Changes in Social History History – Change and Continuity Similarity and Difference <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – changes in an aspect of social history such as leisure and entertainment in the 20th Century.
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Thematic curriculum to be delivered at 3 differentiated developmental levels to include all pupils in class group.