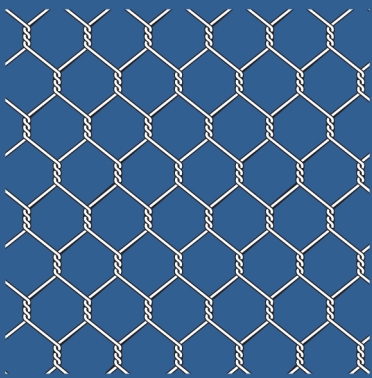


Art and DT Curriculum Map

In Y5, I will study the technique of clay bas relief when I produce a clay tile decorated with a design inspired by the works of William Morris. I will build on how to use increasingly complex circuits when I design and make a buzz wire game and complete a project on chairs that involves new ways to record designs and instructions, such as exploding diagrams. I will keep a photo journal of my journey as an abstract seascape artist and exhibit my work in the school. I will learn about the artist Berry Fritz and apply her techniques and skills in a still life painting.



In Y3, I will continue to develop my knowledge of food technology and cooking when I bake Greek bread and learn its history. I will be inspired to design and make my own mythical creature using wire as a medium. I will become more knowledgeable of materials and their properties to enable me to make accurate selections and choices in my art work and in my designs. I will begin to use more complex mechanisms and pulley systems in my designs of a Roman Well and in the construction of a system to transport goods across a river. I will learn about more traditional genres of art through the study of the artist Jennie Webber and her still life work. I will learn to apply her style in my own work, whilst developing my own confidence as an artist.

In YR, I will learn how to design a range of objects that have different purposes, like using the craft of sewing to make a hand puppet or building a lighthouse with a working light or a functional space buggy. I will learn to develop more complex electrical circuits for my models and will be able to evaluate and make adaptations to my design. I will learn about artists: Cath Kidston and Kandinsky, and learn about their work and inspirations. I will learn new techniques in painting and drawing and will expand my knowledge and understanding of the language of art and design. I will know how to use different mediums and explore who I am as an artist.

In Y6, I will learn about sustainability in the fashion world. I will design and produce a fashion accessory that uses only recycled materials. I will present my final piece in a school fashion show that I will have helped to organise and I will learn how others evaluation of my work can be informative and constructive to my development as an artist and a designer.

In Y4, I will design and produce a pair of slippers, furthering my skills in the craft of sewing. I will make a bar of soap that will be carved and decorated in the style of the Mayan Civilisation. I will use complex electric circuits to power a motorised boat. I will work in the style of the artist Albrecht Durer when I produce a Viking portrait and will sympathise with social and environmental issues by creating an eco-friendly photo frame.

I will learn to recognise challenges and find solutions that will still meet a design brief. I will develop my critical thinking skills and assess my work against set criteria's and use subject specific vocabulary and terminologies to communicate ideas and alterations.

In Y2, I will learn how art can be used to communicate a social message. I will create a sculpture in collaboration with my peers to highlight issues of injustice and inequality. I will learn the components needed to design and make a lava lamp, making cross-curricular links to science and maths. I will build on my skills and techniques in painting, especially watercolours, as I create a seascape. I will study and research the works of artists, like Stephen Wiltshire and Pablo Picasso and will be introduced to artistic movements like Cubism. I will apply learned skills and techniques more independently in my own work and begin to understand just how an artist or designer can impact on the art world and beyond.

In Reception, I will have regular opportunities to engage with the arts, enabling me to explore and play with a wide range of media. I will be taught to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Y6

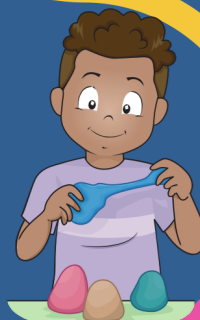
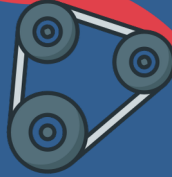
Y5

Y3

Y2

Y1

EYFS





Reception



Autumn Term – Marvellous Me!



National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings• Create collaboratively sharing ideas, resources and skills	<p>In this term, pupils use mirrors, identifying their features to create self portraits. Pupils spend time learning how to use different resources safely and explore different mediums to express their ideas and how they are feeling. Pupils are introduced to Andy Goldworthy and his nature inspired artwork. Pupils use what they have learnt of portraits to make self portraits using natural resources. There are opportunities for children to plan, design and create decorative Diva lamps and festive Christmas cards. Pupils work collaboratively to create their own fire engine with moving wheels.</p>	<p>In this unit pupils are introduced to specific drawing skills. In year 1, pupils will build upon their drawing and sketching skills further as they create a design for a hand puppet.</p> <p>They will further develop their understanding of design and decoration when they make and decorate puppets in Y1.</p>



Spring Term – Traditional Tales

National Curriculum Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Make use of props and materials when role-playing characters in narratives and stories.

What I learn

In this unit, pupils develop their planning and designing skills. They create a secure house for the Three Little Pigs and design and make a stick raft that will float on water. Pupils test their creations to see if they work well in terms of their functions. They make observational drawings of flowers and they create stick men using natural resources. During role play, pupils are encouraged to build a bridge for the Billy Goat Gruffs to cross.

Progression Pathway

This unit introduces the skills that will be required for the Lighthouse Project in year 1 in which they will design and make a sturdy lighthouse which is able to stand freely.

The skills introduced in the raft building will be further developed in year 1 when pupils are challenged with designing an object for a specific purpose.

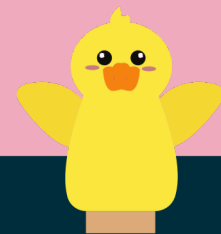


Reception



Summer Term - Adventures around the World

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Make use of props and materials when role-playing characters in narratives and stories.• Share their creations, explaining the process they have used.	<p>In this unit, pupils build a den for an insect, using a variety of natural resources. They will use filter paper to create a colourful butterfly and draw and add colour to an African sunset silhouette, based on images that they have been shown. They also work with a variety of materials, selecting appropriate resources to create a ocean scene diorama. They design and make a beaded friendship bracelet, selecting beads and explaining their design choices.</p>	<p>In this unit pupils continue to focus on designing an object for a specific purpose - these skills are refined and developed in year 1 when the children make puppets and lighthouses.</p> <p>The skills gained in designing a beaded friendship bracelet will be further extended as they go on to thread large needles in Y1 in order to sew hand puppets.</p> <p>In this unit pupils are beginning to experiment with colour and drawing, these skills will be in focus in many future units where they will be refined and developed.</p>



Autumn Term 1 – Toys

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• 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, mock-ups.• 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• Explore and evaluate a range of existing products• Evaluate their ideas and products against design criteria	<p>In this unit, pupils analyse a range of puppets: human arm puppets, string puppets, marotte and shadow puppets. They pick out the features of each style of puppet and state the similarities and differences.</p> <p>Pupils design a hand puppet, taking careful consideration into outlining the components and the range of materials that they will use. As an end product, the pupils will use a running stitch to sew two hand puppet fabric templates together and then complete their design.</p>	<p>This unit builds upon knowledge gained in the reception unit, Traditional Tales, in which pupils learn to explore and investigate an object or item that serves a specific purpose. In this unit, this concept is developed as pupils will evaluate and explore a range of puppets and create their own sewn hand puppet.</p> <p>The investigative skills are consolidated and further developed in the year 1 Units Lighthouses and Space.</p> <p>In year 4, pupils will develop their sewing skills in the unit Alpacas and South America, when they produce a pair of slippers.</p>



Autumn Term 2 – The Tunnel

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• 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, mock-ups• 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 textiles and ingredients, according to their characteristics• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria• to use a range of materials creatively to design and make products• to use drawing and painting 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• taught 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.	<p>In this unit, pupils learn about the designer Cath Kidston and about her inspiration. They analyse her work and use this to inspire a design for a book mark. In addition, they produce a tree painting that is inspired by the artist and uses her styles and techniques. Pupils have opportunities to use a range of mediums in the unit, including collage, drawing, sketching, painting/pastels and natural materials; pressed flowers and dried leaves. They are taught to evaluate their work to the given criteria and will be given opportunities to annotate and amend work.</p>	<p>This unit uses a range of skills that will develop fine motor skills and control. They are introduced to a range of materials and mediums and begin to learn how to manipulate them. In the units in year 2 where they focus on different artists they further develop their understanding of drawing and painting; developing design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>They are beginning to use evaluation skills to analyse their creations. They develop these skills in the unit Space</p>



Spring Term 1 – Lighthouses

National Curriculum Coverage

- 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
- 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, according to their characteristics
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms in their products

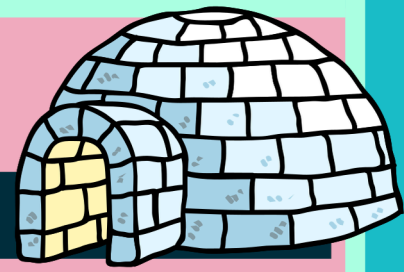
What I learn

In this unit pupils identify the features of lighthouses, using a range of sources. The pupils then use this knowledge to design a working lighthouse, annotating the materials and resources needed to complete their design. Pupils construct their lighthouse, using their DT design to make cross references in the building process. (This unit links to the Science topic as the pupils will use the electric circuits produced to complete their model). Pupils evaluate their model once it is complete.

Progression Pathway

This unit builds upon the design skills developed in the Toys unit. It also further enhances their skills of construction, analysis and evaluation and deepens their critical thinking skills. This concept is extended in the Space unit where pupils learn to manipulate materials as well as critiquing their own and other products and recognise strengths and weaknesses in their designs.

This unit introduces the electrical element to the design process which



Spring Term 2 – Extreme Environments

National Curriculum Coverage

- 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
- 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.

What I learn

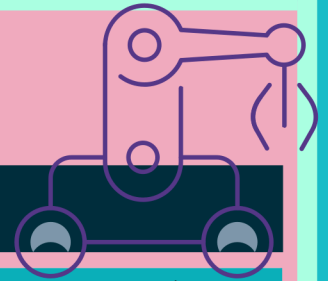
Within this unit, pupils will create 2 landscapes using oil pastels and collage. They will study how to mix and blend colours using the medium of oil pastels to produce a landscape of the Aurora Borealis. They will then explore, using two mediums, how to produce a landscape of the Antarctica. They will develop and understand techniques used in collage to create texture.

Progression Pathway

Pupils will build on their abilities to sketch from their YR1 unit on Cath Kidston and from EYFS when they completed self- portraits and a silhouette of an African Landscape.

This unit will give them further opportunities to develop their knowledge of colour mixing and blending using a different medium beyond paint. They will grasp an understanding of primary and tertiary colours and explore how to blend using oil pastels. With collage, they will study how to layer materials to effect and to depict a specific landscape.

Pupils will have further opportunities in YR2 to develop their understanding of how colour is used to create specific effects and the use of texture within a landscape



Summer Term 1 - Space

National Curriculum Coverage

- 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
- 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, according to their characteristics
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms in their products

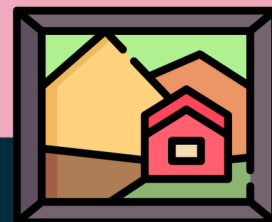
What I learn

In this unit, pupils learn about the history and purpose of a space buggy, before designing and making a space buggy model. Pupils generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Then develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Pupils will explore a range of levers and pulleys in existing products that they can use in their own design, explaining their choices.

Progression Pathway

In this unit pupils continue to develop and build upon the design knowledge and skills and evaluation that have been evident in many previous units and are present in many future units, including the making of a lava lamp in the Victorian unit in year 2

In year 3 this technical element is developed further in the Romans unit, where pupils investigate pulleys and design and construct a functioning well.



Summer Term 2 - Transport

National Curriculum Coverage

- to use a range of materials creatively to design and make products
- to use drawing and painting 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
- taught 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.

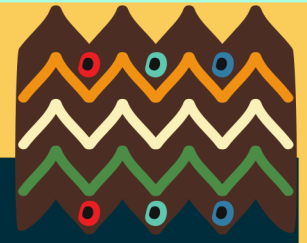
What I learn

In this unit pupils complete an artist study of Kandinsky and include art history in their exploration of the artist and his works. They are taught the terminology that can be used to describe specific skills and techniques, as well as understanding these terms, e.g., landscape, shape, line. Pupils recreate their own artwork in the style of Kandinsky - showing movement in their work, modelling techniques used by the artist, inspired by his use of colour, line and form as well as experimenting with pastels.

Progression Pathway

This unit revisits the sketching and painting techniques, which was a focus in the year 1 unit Traction Man's Adventures. However in this unit they are mimicking the techniques used by another artist - developing and enhancing their understanding and skills.

In year 2, pupils develop their use of sketching, colour, shape, form and line, as well as using a range of mediums in the units Significant Individuals, London and Islands.



Autumn Term 1 – Africa

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> 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 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space taught 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. 	<p>This unit allows pupils the opportunities to explore art from different cultures and crafts from around the world. It will explicitly link to the genre of art used by a tribe in South Africa and will study how colour is used to represent a mood or make a statement. They will explore shape and form using geometric patterns and will use this knowledge to depict a symbolic pattern that has been inspired by the Ndebele people.</p>	<p>This unit will build on from the landscape studies completed in YR1 for Extreme Environments, when pupils looked at colour, shape and form. Pupils will begin to make connections to art previously studied.</p> <p>Through this unit, pupils will learn how art can be used as a form of communication and that colours and shapes can be symbolic. They will also be aware that colour can represent different things in different cultures and that it can be used to give a voice to the artist through their work. This encourages pupils to be more reflective of the world that they live in and to relate this to their own experiences.</p> <p>In the following term, pupils will visit a different African culture and continue to learn how colour and pattern are used to represent that culture through the designing and making of a Maasai necklace.</p>



Autumn Term 2 – Significant Individuals

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> • 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 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, according to their characteristics evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable • 	<p>In this unit, pupils will design and make a necklace inspired by the necklaces worn by the Maasai people. They will learn why and how the Maasai people use colour and their techniques used in their jewellery making. This will inform their design and their knowledge will be reflected in their annotations. Finally, they will produce a necklace that follows their own design, but allowing for adaptations as they create and then an evaluation of their final product.</p>	<p>This unit further develops the pupil’s knowledge and understanding of craft makers and artistic cultures studied in the previous term. Pupils will be encouraged to use more subject specific vocabulary to explore and communicate their reflections and analysis. They will learn how a specific craft uses line, form, shape and colour in a symbolic way. Further opportunities to explore historical and cultural crafts will be met throughout units in KS2, e.g. looking at designs and crafts of the Mayan Civilisation in YR4.</p>



Spring Term 1 – London

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• 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• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• taught 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.	<p>In this unit, the pupils explore and analyse the work of the London born artist Stephen Wiltshire and compare his work to real life images of London's landmarks. They identify the way line is used to create form, shape and tone, as well as the medium used. Pupils have opportunities to develop mark making and sketching techniques before producing a black ink sketch of a London Landmark.</p>	<p>Pupils were introduced to the concept of sketching in the Marvellous Me unit.</p> <p>In this unit takes the pupils further into the fundamentals of sketching, forming realistic sketches and drawings.</p> <p>In year 4, pupils will work in the style of Albrecht Durer. They will take the skills taken from units which specifically cover drawing and sketching techniques to produce a detailed portrait of a Viking.</p>



Spring Term 2 – The Great Fire of London

National Curriculum Coverage

- 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
- 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, according to their characteristics
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable

What I learn

Through this unit the pupils will produce a 3D representation of a Tudor House that explicitly links to the History topic on the Great Fire of London. The pupils will use their prior learning on this period of history and they will be equipped with an understanding of the typical structure, style and features of a Tudor home. They will incorporate this into their design and final product.

Progression Pathway

This unit, consolidates the work pupils completed on the structure of a lighthouse in YR1. They will further their skills and techniques in producing a 3D replica of a specific model.

Pupils will transfer their knowledge of the Great Fire of London to inform their design. The pupils will be given opportunities to use a range of mediums and develop techniques in their manipulation of such materials in their model. They will be encouraged to edit their designs and make changes to their models once they have evaluated their final product.

This DT unit will be consolidated in YR3 when they look at the Romans and replicate a fully functioning Roman Well and creating a 3D mythical creature during their topic on Ancient Greece.



Summer Term 1 – Islands

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• 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• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• taught 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.	<p>In this unit, pupils explore the seascapes of a diverse range of artists from Katsushika Hokusai to Turner. They analyse and evaluate the works and will identify the different styles, techniques and mediums. They have opportunities to develop their own skills in the use of watercolours and experiment the ways watercolour can be used and applied and to what effect. Pupils are introduced to a new technique, wax resist, to be used with watercolours to paint a seascape that fits with the topic.</p>	<p>In the unit Traction Man Adventures in year 1, pupils were first introduced to watercolours. This unit consolidates those skills and introduces pupils to techniques, such as blending and the use of a gradient wash.</p> <p>In the Local Area unit in year 3, pupils develop these skills by using watercolours in a more abstract style.</p>



Summer Term 2 – Still life

National Curriculum Coverage

- 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
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- taught 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.

What I learn

Initially, pupils will use pencil sketching to explore tonal value that represents highlights and shadows. This will be exploring how light can be shown in darkness and how sketching techniques can create depth and atmosphere in a piece of work. They will develop this further by completing a still life water colour painting of a burning candle and using blending to show tone and shade.

Progression Pathway

This unit consolidate work covered in YR1 when pupils were blending using oil pastels and follows on from earlier YR2 units on the use of colour, form and shape.

Through this unit, pupils will be taught how represent light by using different tones within a select number of colours. They will produce a tonal value scale to support their final product.

In YR3, pupils will have greater opportunities to develop their skills and techniques in the medium of water colours when they study and create landscapes of the Local Area.



Autumn Term 1 – Ancient Greece

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• 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.	<p>In this unit, pupils will research the features and properties of an Ancient Greek Amphora. They will use this knowledge to inform a design that they will then produce with clay. They will also study the style of art used to decorate these pieces of pottery and replicate the illustrations and geometric patterns to their end product. They will learn new skills and techniques using specific tools and how to join pieces of clay in sculptures by scoring and slipping.</p>	<p>Pupils will have had experience of creating models and structure through KSI. In YR1 they produced puppets and lighthouses and in YR2 they made replicas of a Tudor house. They have had previous experience of researching and exploring the features and properties of different objects.</p> <p>This unit allows pupils to use their historical learning of Ancient Greece and be inspired to reproduce their own Amphora. It allows their design to be in context with their other learning and also to develop their own skills in DT and the application of those skills and techniques in producing a final product.</p> <p>There will be further opportunities to revisit DT in YR4 when pupils produce Alpaca slippers and a quill. This allows the pupils to consolidate and extend their DT skills and application.</p>



Autumn Term 2 - Greece

National Curriculum Coverage

- 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- 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
- 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 events and individuals in design and technology have helped shape the world

What I learn

In this unit, the pupils create a sculpture of a mythical creature using wire, which has been planned according to a design brief. They have opportunities to learn how to manipulate the material and this will inform them of the best ways wire can be used to create a shape and form, as well as identifying limitations of the product. The pupils use this knowledge to inform their own design. Pupils are expected to give clear annotations and list any materials and resources needed for the end product. The unit concludes with a detailed evaluation, making amendments to the design and product

Progression Pathway

This unit builds on pupils prior learning in KS1 DT units; building functional lighthouses and hand puppets in YR1 and Tudor houses in YR2. Pupils will be confident in following the design brief and have a clear understanding of the design and building process.

The pupils will be able to use their knowledge and understanding from the topic to guide them with their own design of a mythical creature. This unit links to pupils' prior learning of materials and their properties in KS1. They will learn how to use a new medium (wire) and have the opportunity to revisit the art genre of sculpture - Covered in the previous term's unit using clay.

In YR4, pupils will engage further with DT in their creations of a Mayan mask and quill. In YR5, pupils will again work with wire when they produce a 'Buzz Wire Game'.



Spring Term 1 – Local Area

National Curriculum Coverage

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

What I learn

In this unit, pupils engage with both science and art, as they capture through photography, images of insects and wildlife in the local area. They look at the work created by the local artist Jennie Webber and this provides inspiration for their sketches. Pupils develop their skills of drawing and sketching as they create studies for their main piece in their sketchbooks. This provides an opportunity for pupils to source resources from our local area and have a greater ownership of the direction they take in their art work. The pupils revisit the use of water colours as their medium and create a painting inspired by their photography and the works of the focused artist.

Progression Pathway

This unit consolidates and build on the units covered in YR1 and YR2 that focused on the medium of watercolour. They will have had prior experience of blending and the use of a gradient wash. This will enable them to work securely and confidently within the medium.

Pupils will engage with technology when they begin their research by photographing insects and wildlife in their local area. It will be a great way for pupils to use their ICT skills to upload the images and then use these as the inspiration for their own paintings in the style of the artist, Jennie Webber. In YR5, pupils will get to revisit the medium of watercolour, producing abstract paintings based on seascapes. They will also study the local artist 'William Morris' and explore how nature is implemented in his artwork and designs.



Spring Term 2 - The Romans

National Curriculum Coverage

- 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 [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history

What I learn

In this unit, pupils will be taught how to develop their sketching techniques further through shape, form and tonal scale. They will produce a detailed sketch of a roman bust that represents sculptures from that period of history and understand the cultural significance of busts then and now.

Progression Pathway

From EYS, pupils will have experience and opportunities in mark making. This continues through KS1 and is a particular focus in YR2 in the study of the artist 'Stephen Wiltshire' and work on a still life at the end of YR2.

This unit introduces pupils to more formal technical knowledge in sketching and mark making. They will create a tonal scale in pencil to explore shade and form. Pupils will be shown how to sketch proportional facial features and how to show depth and perspective in their drawing.

These sketching elements will be revisited throughout KS2 and pupils will have greater opportunities to produce more complex drawings, using a broader range of technical skills.



Summer Term 1 – Ancient Egypt

National Curriculum Coverage

- 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- 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
- 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 events and individuals in design and technology have helped shape the world
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

What I learn

Through their unit on Ancient Egypt, the pupils will be knowledgeable about the death masks used in burials during the era of Ancient Egypt and will design a death mask that represents Tutankhamun's death mask. They will create a model of their design using paper/card, cups and mod roc. This mixed media approach encourages pupils to use everyday items in a more creative way and uses their knowledge of materials and their properties (Science links). They will produce their death mask and decorate the mask using the features and techniques that they have been taught. Pupils will assess and evaluate their designs and final product.

Progression Pathway

In this unit, pupils revisit designing and making a product that meets a design brief. It pulls on their prior knowledge, learning and understanding of the culture and traditions during Ancient Egyptian times.

Pupils use reusable materials and use their scientific knowledge of a material's properties to decide how best to use them. They will also have the opportunity to use new techniques when working with the medium of mod roc or papier mache.

Pupils will continue to work on topic specific DT projects throughout YR4; designing and sewing a pair of slippers and creating a coat of arms made with different textiles. DT continues to run through YR5 and YR6, continually building on and developing skills, subject knowledge and attainment.



Summer Term 2 – Impressionism

National Curriculum Coverage

- 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 [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history

What I learn

In this unit, pupils explore the artistic movement of impressionism and then study a specific artist within this genre of art. They will then use the style of that artist in their own landscape. The pupils will have opportunities to make studies and sketches prior to their final product and to equip them with the necessary skills and techniques with mixed mediums of pencil, oil pastels and water colours.

Progression Pathway

This unit of work follows on from KS1 when pupils were given opportunities to study specific artist and art works, e.g. Cath Kidston in YR1 and Stephen Wiltshire in YR2, as well as their previous unit on the artist, Jennie Webster. In this unit pupils begin to look at specific artistic movements and the art works that reflect that genre.

Pupils will produce a landscape in the style of that artist as well as adding their own personal interpretation of impressionism.

There will be further opportunities to study other artists and artistic movements in KS2 and they will study artists such as William Morris and Berry Fritz in YR5.



Autumn Term 1 – Alpacas and South America

National Curriculum Coverage

- 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- 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
- 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 events and individuals in design and technology have helped shape the world
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

What I learn

In this unit, pupils generate innovative ideas through research using web based resources. They verbally articulate their design thought process through discussion using subject specific vocabulary. Pupils develop a simple design specification to guide their thinking, with annotated drawings, exploded drawings and drawings from different views. They include detailed lists of tools, equipment and materials and formulate step-by-step plans. Pupils follow a specific process that takes their design and technical skills through stages. They create a template and sew their slippers using a variety of fabrics and textiles. The unit ends with a completed product and a full evaluation, including cross references to original designs.

Progression Pathway

Pupils were introduced and developed basic sewing skills in the year 1 unit, Toys. This unit allows pupils to revisit their sewing skills and it introduces new types of stitching enabling pupils to independently select styles according to their skill base. The evaluation process evident in previous units evolves further as pupils identify constraints in their design or difficulties with the materials. In the year 4 Normans unit, pupils revisit and consolidate sewing capability, improving their technical skills. This is followed and developed further in the Sustainable Fashion unit in year 6.

In the Summer term, YR4 will revisit and consolidate their crafting skills when they produce a fabric based coat of arms.



Autumn Term 2 – The Mayans

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> • 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities • 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 • understand how key events and individuals in design and technology have helped shape the world 	<p>Through this unit, pupils are given the opportunity to design a mask inspired by the Mayan Civilisation. Through their topic, they will have an understanding of the beliefs and culture of that historical era and will use this knowledge to inform their designs and end product. They will then evaluate their final product against the original design brief and give justifications to alterations and adaptations to their work.</p>	<p>This unit continues to give greater opportunities to allow pupils to follow on from the Death masks that they made in YR3 when studying the Ancient Egyptians. They will be able to confidently follow all the stages of design. The pupils will have covered a range of DT projects through KS1 to YR4 and will have been exposed to using a range of tools and have had access to a variety of resources to enhance their skills and techniques. There are a range of links to other subjects across the curriculum in this unit, which encourages pupils to use different approaches to the design brief through an application of prior learning. Pupils will develop their manipulation and knowledge of tools and their design will be reflective of the historical element of the brief. They will use subject specific language to discuss and evaluate their work broadening their vocabulary and terminology, enabling higher levels of communication and reasoning. YR4 will continue to encounter inspirational DT projects in the summer term and will revisit and develop skills and techniques through units in YR5 and YR6; constructing a game with an electrical system and creating a fashion line from recycled materials.</p>



Spring Term 1 – Anglo Saxons and Vikings

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• 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 [for example, pencil, charcoal, paint, clay]• learn about great artists, architects and designers in history	<p>In this unit, pupils will complete a sketch and pencil portrait of a Viking. They will learn about proportion, perspective, shape and form through sketches of portraits. Inspired by Viking portraits, pupils will complete a portrait, adding features in the style of Albrecht Durer.</p>	<p>Pupils would have produced a portrait in YR3 when creating a death mask for Tutankhamen and this unit allows them to explore the same genre but with a completely different approach.</p> <p>Through this unit pupils will have the opportunity to advance their observational skills and refine their drawing/sketching skills and techniques. They will explore different elements of art like proportion. Pupils will produce a portrait that is reflective of the style of the artist and use sketch books effectively to record studies made in initial stages.</p> <p>In YR5, pupils will complete an artist study on William Morris, recognising the importance of learning about artists and art movements to understand the evolution of art.</p>

Spring Term 2 – Rainforests

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> • 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • apply their understanding of computing to program, monitor and control their products. 	<p>In this unit, pupils design and construct an eco-friendly campaign tool. They learn to break the design brief into stages and work collaboratively, allocating tasks. They are sympathetic to the climate issues, using eco-friendly materials. Pupils are exposed to the new skill of quilling and have opportunities to master these before using quilling in their final design and product. They test their product and complete market research, using feedback to inform their evaluations and alterations. They collect data and investigate and understand the way social media can be used to promote products and ideas, as well as influence consumers choices.</p>	<p>Pupils have completed a series of DT Units in YR4 and this unit continues to embrace and enhance their skills and techniques in design. Each unit brings additional elements (for example, historical, social or economic factors) that allow pupils to develop their critical thinking skills and allow them to bring personal experiences and prior knowledge to the learning.</p> <p>This unit promotes the development of a social and ethical conscious in regard to the impact of climate change and eco-friendly products. This is an opportunity for pupils to use their voices to reflect their opinions and feelings about issues affecting our world. It informs pupils of the role of social media and will highlight both the negative and positive elements that can bring to the world of design in the modern day. There are cross curricular links to maths in the use of data to inform design criteria and influence the adaptations that can be made to the final product. It engages pupils with the school community when undertaking market research and gives pupils a personal insight into its purpose and role.</p> <p>Pupils will have further opportunities to review, reflect and develop their social and environmental understanding in YR5 and YR6.</p>



Summer Term 1 – Mechanical Systems

National Curriculum Coverage

- 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, model and communicate their ideas
- 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 and textiles according to their functional properties and aesthetic qualities
- 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
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- 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]

What I learn

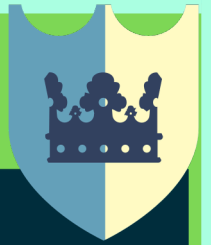
Through this unit, pupils will generate innovative ideas for a design of a motorised London Eye model by carrying out research using web-based resources and will develop a simple design specification to guide their thinking. In this unit they will be encouraged to use more detailed and complex means of design such as exploded drawings and drawings from different views. They will produce detailed lists of tools, equipment, and materials and formulate step-by-step plans. Pupils will experiment with and use a range of tools and equipment to make a motorised model of the London Eye landmark. They will follow a process where they compare the final product to the original design specification and test products with the intended user and critically evaluate the quality of the design, functionality, and fitness for purpose.

Progression Pathway

This unit builds on pupils' experiences of making and using electrical systems to give functionality to a made product. In YR1, pupils produced a simple electric circuit to light up their lighthouses. All of these experiences will give pupils confidence in their prior knowledge and skills that can be applied and extended in this unit.

This unit challenges pupils to produce a fully operable and controllable London Eye model. Pupils will use scientific knowledge when working on the motorised components of their design, enhancing their skills and abilities in both subjects. They will learn to recognise faults in their designs and make corrections, through testing and adapting their product. They will have opportunities to develop their critical thinking through their evaluations of the end product.

In YR5, there will be an opportunity to develop their electrical and mechanical knowledge through a unit that asks the pupils to design and make an electric game (like buzz wire) from sustainable and recyclable materials. It will allow pupils to foster their prior learning and extend their understanding of the purpose and function of a product.



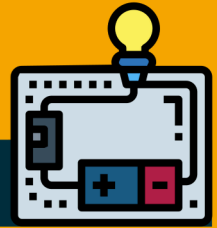
Summer Term 2 – The Normans

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> • 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, model and communicate their ideas • 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 textiles according to their functional properties and aesthetic qualities • 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 	<p>Inspired by the unit on the Normans, pupils will design their own coat of arms and will create a 3D version as the end product. Their design will be reflective of their historical knowledge of that time in history and the pupils will be given opportunities to research in detail, coats of arms at that time and their purpose. This knowledge will be incorporated into their design and sympathetic to the use of recyclable materials. They will follow a process of evaluation throughout the unit which is fundamental to their understanding of the functions and purpose of design.</p>	<p>This unit gives further opportunities for pupils to explore producing models that show objects of significant historical importance. In YR2, pupils made a replica model of a Tudor house and in YR3 pupils had the opportunity to recreate Tutankhamun's Death mask.</p> <p>This unit gives pupils the opportunity to bring their own personal inspirations into a design and gives greater opportunities for pupils to be independent and proactive at every stage of the design process. There are obvious links to the History element of the unit and this project further informs pupils of a different time in history through arts and crafts. It is another tool in which to promote deeper learning and broader connections to the world around them.</p> <p>In YR5 pupils will develop their skills on working to a design brief by the coverage of DT units like designing and building an electric game and creating a motif for wood block inspired prints. They will have the opportunity to research the internationally recognised artist, William Morris and how he influenced the world of art and interior design.</p>



Autumn Term 1 – Queen Victoria's Reign

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]Learn about great artists, architects and designers in history	<p>In this unit, pupils will study and research the illuminated letters designed by the artist William Morris. Pupils will have the opportunity to design a motif in the style of the focused artist and reproduce the design using the newly introduced skill of clay bas relief. They will learn different ways of using tools and techniques to add decorative features and learn how to make a print.</p>	<p>This unit is another opportunity to learn about an artist and their genre of art. It allows pupils to have a breadth of knowledge expanding over a range of artists and cultures. It informs pupils of the effects of their designs and how they have influenced the world today. It aims to inspire pupils to aspire to making such changes in their own lives and beyond.</p> <p>Pupils will be taught a new skill and will be equipped to master these when applying them to their design and end product. They can begin to make connections to other artists known for wood block prints, like Katsushika Hokusai and make comparisons. It engages mathematical skills like shape and symmetry and gives them the tools to be analytical in their critiques.</p> <p>The next YR5 unit gives opportunities for pupils to further develop their design skills and use different resources and tools to expand their experiences, for example using electrical circuits for a game.</p>



Autumn Term 2 – Australia

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> • 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, model and communicate their ideas • 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 • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • 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] 	<p>In this unit, pupils are challenged to design and construct an electrical system game, after in depth researched of existing models. They are selective in regard to materials and resources, to recognise the environmental issues of sustainability and the promotion of the use of recyclable and reusable materials, They build on their knowledge of electrical circuits and create prototypes to perfect their designs. The end product is assessed against the design brief and pupils are encouraged to use subject specific language when reasoning about their design choices and/or alterations.</p>	<p>This unit builds upon pupils' experiences in YR4 (London Eye) and YR1 (lighthouses), using a range of tools and materials and their technical knowledge, specifically electrical systems and mechanisms, to design an object that can be operated and controlled.</p> <p>Through this unit, pupils will develop their understanding of the functional properties and aesthetic qualities of different textiles and materials. They will learn greater techniques and ways to manipulate a range of tools and materials to meet the design brief. There are links to science (electricity) and this units gives further opportunities to secure and develop their prior learning and apply this to a functionable object with a specific purpose.</p> <p>In the following unit, YR5 will build on their techniques and their knowledge of tools and materials when they engage in a range of DT focused activities inspired by the Stone age. It allows pupils to apply them in a new and real life context, without the electrical component.</p>



Spring Term 1 – The Stone Age

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> • 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>This is another opportunity for our pupils to revisit a period of history. Inspired by the Stone Age, pupils will design and construct a shelter using and manipulating a wider variety of materials and reflect their knowledge of how settlements were formed at that time in history. Continuing with the theme, pupils will explore the types of tools available at the time and how they were developed and the impact that had. This allows pupils to gain a deeper insight and understanding of the way people survived and lived during the Stone Age and it gives them direct hands-on physical experiences to secure their learning.</p>	<p>In YR2 pupils made replica models of the Tudor Houses and this unit gives them further opportunities to make cross curricular links and execute their understanding of historical periods through art or craft. Pupils will have had a range of experiences to develop their ability to design to given criteria, to produce a 3D model and then to evaluate against a design brief.</p> <p>This YR5 unit builds on those skills of construction when they design and construct a Stone Age inspired shelter and settlement. It fosters collaborative work and enhances language acquisition as the pupils will use subject specific vocabulary to confidently communicate ideas and overcome challenges.</p> <p>This unit gives the pupils opportunities to transfer skills and prior learning and offers an array of tasks that will test and challenge their designing and construction skills. Pupils will work collaboratively and will learn to delegate and organise within a team. The unit reinforces prior learning and brings DT to the focus, alongside the cross curricular links and social elements that are factors of the unit.</p>



Spring Term 2 – America

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> 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 [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history. 	<p>In this unit, pupils observe the life and works of the artist Berry Fritz. They discuss and explore the techniques used in still life paintings and begin to decide on the compositions of the objects used in their own work, teaching them about form, shape and proportion. Pupils are taught about the importance of tone and shade to represent light and shadow. They complete studies to perfect their final drawing and painting, evaluating work in progress to enable adaptations and additions to their work. Their final piece is reflective of the style of Berry Fritz and the development of compositions and painting techniques.</p>	<p>In this unit pupils will expand their knowledge of recognised artists and the influence their work has had on the art world. Artist studies run throughout all year groups, where children will explore and research art work, artist and artistic movements. In YR1 they studied Cath Kidston, in YR2 they researched the artist Stephen Wiltshire and in YR3 they study the local artist Jennie Webber. At the beginning of YR5 they will complete an artist study on William Morris.</p> <p>This unit gives pupils further opportunities to experience the work of an artist and develop new techniques for drawing by using styles influenced by the focused artist. It follows a complete cycle of research, analyse of techniques and skills, apply learnt skills in studies, end product and evaluation. This encourages pupils to develop the language of art and they will be confident in the use of subject specific vocabulary and terminologies. Inspired by the artists style, pupils will be encouraged to apply this in their own work, whilst developing their own artistic style and identity. Throughout the units taught across the year groups and into YR6, pupils will have multiple opportunities to engage with the work of a variety of artists and worked within a range of genres and mediums. They will learn the fundamentals and purpose of art in the world that they live in and the history of techniques and styles mastered by artists. Pupils are actively encouraged to express themselves through their art work and at times, use it as a means to have a voice on issues that affect them explicitly and inexplicitly.</p>



Summer Term 1 - West Africa

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]learn about great artists, architects and designers in history.	<p>This unit allows pupils to use learning and knowledge from their topic to inform a piece of art work. It consolidates their understanding of the ancient civilisation and gives further opportunities to develop and master their abilities to use clay as a medium to represent and meet the design criteria. It is another opportunity to make cross curricular links to history and to science, in the manipulation of materials.</p>	<p>Pupils will have had previous experiences of historical art and design from YR2, when they studied the Tudors, to YR3 when they studied Ancient Greece and Egypt, to the Mayan Civilisation in YR4. This allows pupils to reflect on past events and the impact that art and crafts had and does to the present day.</p> <p>In this unit, pupils will use their knowledge of the ancient civilisation of the Benin Kingdom to inform their designs and clay plaques. They will have opportunities to study the Benin plaques and will recognise the style, symbols and what these represent. The pupils will engage in the full process of Art and DT, from designing, to making, to evaluating.</p> <p>Pupils will continue to use historical periods and civilisations to inspire their own work and will reflect on the representations of the different art and craft forms that they have been and continue to be exposed to.</p>



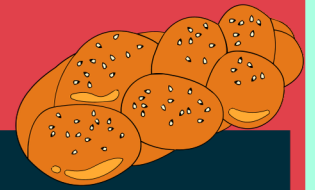
Summer Term 2 - Shipwrecked

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none">• 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces• select from and use a wider range of tools and equipment to perform practical tasks accurately• select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<p>Pupils will put their knowledge to the test with this unit. It incorporates all of their learning on Natural Disasters and their scientific knowledge of materials and their properties. They will need to create a building that is waterproof and would be a model of the structures needed to combat against flooding etc. Their design will be influenced by real life structures and they will use their knowledge of materials to inform which would be suitable to the task. The pupils will then test and evaluate their structures.</p>	<p>Pupils have had a range of experiences in KS1 and in YR3 and YR4 in producing models and structures that meet given design criteria. These experiences, alongside the pupils other cross curricular learning, mean our pupils are able to confidently approach such challenges to good effect.</p> <p>This unit will further show DT as purposeful and a means to address real issues in today's world. Pupils will be encouraged, as in YR4, to look at the sustainability of the materials and resources that they will use in their end product. These elements will continue to be promoted in future DT projects in YR6.</p>



Spring Term 1 – Sustainable Fashion

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques • 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, model and communicate their ideas • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>In this unit pupils research the fashion industry and take on the role of a fashion designer. They decide on a design brief that meets the criteria of recyclable fashion. They then create a design from the agreed brief and use their sketch books to create mood boards with annotations to inform their designs. They develop more complicated techniques when manipulating recycled materials and use a range of tools. They observe the aesthetic qualities and develop confidence in their selection of materials. Pupils learn new techniques, such as weaving that demonstrate how a traditional craft can be used on a modern day fashion accessory. They evaluate their end product by organising a fashion show, considering their peers' assessment of their products.</p>	<p>This unit builds on the year 4 Rainforest unit that provided opportunities to review, reflect and develop their social and environmental understanding. In this unit pupils act as both designer and spokesperson for the environment. They develop their understanding and knowledge of materials and they focus on the way they can be manipulated to meet a specific design element, as well as using a range of tools and crafts, such as weaving.</p> <p>In the next year 6 unit pupils investigate communication systems, which links to the question of sustainability due to the need for electrical power to make them functional. They are challenged to design a system that is eco-friendly.</p>



Spring Term 1 – Challah Bread

National Curriculum Coverage

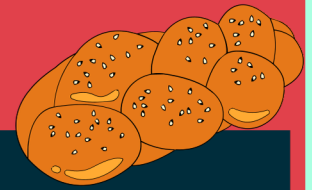
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

What I learn

Pupils will make and bake their own Challah bread. This unit links explicitly to the RE Unit on Judaism and allows pupils the opportunity to prepare food that would be used traditionally in Shabbat. Pupils will recognise the religious and cultural importance of Challah bread and will also develop their knowledge of food preparation and cooking.

Progression Pathway

This unit links directly to the pupils prior learning and knowledge from their RE Unit on Judaism and this is another example of making cross curricular links to promote pupils learning. Through this unit, pupils make links to multi faiths and recognise cooking as a life skill. They will understand the importance of food preparation and hygiene when handling tools and equipment.



Summer Term 1 – Islamic Art

National Curriculum Coverage

- 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

What I learn

In this unit, pupils get the opportunity to design and create a stamp using geometric patterns influenced by Islamic art. This is the final unit for pupils to explore other cultures and civilisations and they will have had a breadth of experiences of doing both in KS1 and KS2. They will be able to further their ability to print and how to use a variety of tools to make an impression that can be used as a print relief. Pupils will evaluate their end product against the design brief and recognise adaptations that could be made to make the design and stamp more effective.

Progression Pathway

Pupils will have a range of experiences of cultural and historical art and DT throughout KS1 to KS2. They will have studied the Tudors, Ancient Greece, Ancient Rome, Ancient Egypt, the Benin Kingdom and the Mayan Civilisation to name a few. This allows our pupils to look at the influences these have had in art and crafts, as well as Design Technology.

Through this unit pupils will be making a stamp through the medium of printing. Their designs will follow their learning and understanding of Islamic Art and will show cultural respect to the Islamic beliefs held. This unit develops their use of repetitive patterns and geometric shapes used for block printing and furthers their learning from the unit studied in YR5 on William Morris.

This unit paths the way for our pupils to enter KS3 as confident, informed and established artists and designers. They will carry with them a wealth of artistic and creative experiences and a knowledge of a range of artists and designers. Pupils will be confident in the language of art and will have developed key critical thinking skills that will further their future learning. They understand how art, artists, crafts and designers have impacted on and influenced the world we live in and will aspire to be the next voice and become advocates for change.