

		Spelling (NC			ong renn Flamming	History (Key Stage		Art and Design	Design and
	English (TfW)	Appendix)	Grammar (TfW)	Mathematics (WR)	Science (WR)	History)	Geography (Oddizzi)	(Kapow)	Technology (Kapow)
	Fiction	Challenge words-	Using fronted adverbials	Place Value	Living Things and Their	World War 2		Painting and Mixed	57. 1
	Persuasive /	accommodate,	to add details and for	• read, write, (order and	<u>Habitats</u>	-Britain was at war		Media: Artist Study	
	Argumentative Writing	available	effect	compare) numbers up to 10	Describe how living	with Germany and her		Skills:	
		Challenge words-	Using fronted adverbials	000 000 and determine the	things are classified into	allies for 6 years but		Generating ideas:	
	Non fistion	accompany, average	beginning with a range of	value of each digit	broad groups according	managed to win the		-Draw upon their	
	Non-fiction Biography	Challenge words- according, awkward	conjunctions Using relative clauses to	(read, write), order and compare numbers up to 10	to common observable characteristics and based	war, despite all the hardship people faced.		experience of creative work and their research	
	ыодгарпу	Challenge words-	clarify, define and add	000 000 and determine the	on similarities and	-Britain was led		to develop their own	
	Poetry	achieve, bargain	detail	value of each digit	differences, including	through the darkest		starting points for	
	Acrostic poems	Challenge word-	Use a semi-colon to	round any whole number to	microorganisms, plants	days of the war by		creative outcomes.	
		aggressive, bruise	separate main clauses	a required degree of accuracy	and animals.	Winston Churchill and		Using sketchbooks:	
		Challenge Words-	Using noun phrases to	use negative numbers in	Give reasons for	was helped especially		-Using a systematic and	
		amateur, category	convey information	context, and calculate	classifying plants and	by the USA, Russia and		independent approach,	
		Challenge words-	concisely (expanded	intervals across zero	animals based on specific	troops from across the		research, test and	
		ancient, cemetery Challenge words-	noun phrases) Verbs: perfect forms-	solve number and practical problems that involve all of	characteristics.Working scientifically –	British Empire, to win the war.		develop ideas and plans using sketchbooks.	
		apparent, committee	using present and past	the above	Identifying scientific	-Many British cities		Making skills:	
		Challenge words-	perfect verb forms to	the above	evidence that has been	were badly bombed		-Create expressively in	
		appreciate,	mark relationships of	Addition and Subtraction	used to support or refute	and people killed,		their own personal style	
		communicate	time an cause	perform mental	ideas or arguments.	especially during what		and in response to their	
		Challenge words-	Using varied verb forms	calculations, including with	– Use and develop keys	was known as the Blitz		choice of stimulus,	
		attached, community	to express a range of	mixed operations and large	and other information	which saw massive		showing the ability to	
		Words with the short	time references	numbers	records to identify,	destruction in the main		develop artwork	
		vowel sound 'i' spelled	Changing tense	use their knowledge of the	classify and describe	industrial cities and		independently.	
		'y'- antonym, crystal	consistently, using more	order of operations to carry	living things (non-	ports as well as London.		-Combine materials and techniques appropriate	
		Words with the long vowel sound 'igh' spelled	than one tense and handling time shifts	out calculations involve ng the four operations	statutory). – Use and develop keys	-Many children had to		to fit with ideas.	
		'y'- apply, hygiene	Comparing the	solve addition and	and other information	be evacuated to the		-Work in a sustained way	
		y upply, hybiene	vocabularies of informal	subtraction multi step	records to identify,	countryside and		over several sessions to	
			speech and writing	problems in contexts,	classify and describe	billeted on foster		complete a piece,	
			Understand how words	deciding which operations	living things and	families to avoid being		including working	
			are related by meaning	and methods to use and why	materials, and identify	bombed or gassed in		collaboratively on a	
			as synonyms/antonyms		patterns that might be	air raids.		larger scale and	
			Using a range of	Multiplication and Division	found in the natural	-Everyone had a part		incorporating the formal	
			subordinate clauses to	identify common factors,	environment (non-	to play in the war		elements of art.	
11			clarify, elaborate and link ideas effectively	common multiples and prime numbers	statutory). - Identifying scientific	effort including 1.5 million women who		Knowledge of artists: -Describe, interpret and	
Autumn 1			Linking ideas across	use estimation to check	evidence that has been	worked in factories,		evaluate the work, ideas	
Ant			paragraphs using a range	answers to calculations and	used to support or refute	farming transport and		and processes used by	
			of cohesive devices	determine, in the context of a	ideas or arguments.	defence doing jobs		artists across a variety of	
			Using the terms 'active	problem, an appropriate	 Reporting and 	such as delivering		disciplines, being able to	
			voice', 'subject' and	degree of accuracy	presenting findings from	planes.		describe how the cultural	
			'object; in relation to	multiply multi-digit	enquiries, including	-People still talk about		and historical context	
			sentences	numbers up to 4 digits by a	conclusions, causal	the 'Blitz spirit' of coping with hardship,		may have influenced	
			Introducing and using the passive voice to	two-digit whole number using the formal written	relationships and explanations of and a	but not everyone		their creative workRecognise how artists	
			change the focus in the	method of long multiplication	degree of trust in results,	behaved wonderfully.		use materials to respond	
			sentence	divide numbers up to 4	in oral and written forms	Propaganda was		to feelings and memory	
			Using brackets to	digits by a two-digit whole	such as displays and	widely used to lift		and choose materials,	
			indicate parenthesis	number using the formal	other presentations.	people's morale.		imagery, shape and form	
			Relative clauses to refer	written method of long	- Use relevant scientific	-The government		to create personal pieces	
			to the whole clause	division, and interpret	language and	made use of		Evaluating and	
			rather than a noun	remainders as whole number	illustrations to discuss,	propaganda to		analysing:	
				remainders, fractions, or by rounding, as appropriate for	communicate and justify their ideas and should	persuade the people that the war was going		-Give reasoned evaluations of their own	
				the context	talk about how scientific	well.		and others' work which	
				divide numbers up to 4	ideas have developed			takes account of context	
				digits by a two-digit number	over time (non-			and intention.	
				using the formal written	statutory).			-Discuss how art is	
				method of short division				sometimes used to	
				where appropriate,	Electricity			communicate social,	
				interpreting remainders	Use recognised			political, or	
				according to the context	symbols when			environmental views.	
				perform mental calculations, including with	representing a simple circuit in a diagram.			-Independently use their knowledge of tools,	
				mixed operations and large	Compare and give			materials and processes	
				numbers	reasons for variations in			to try alternative	
				solve problems involving	how components			solutions and make	
				addition, subtraction,	function, including the			improvements to their	
				multiplication and division	brightness of bulbs, the			work.	
				use their knowledge of the	loudness of buzzers and			Knowledge:	
				order of operations to carry	the on/off position of			Formal elements:	
				out calculations involving the	switches.			Colour: Colours can be	
		1	1	four operations	1			symbolic and have	



	Associate the	meanings that vary	
Fractions, Decimals and	I I	according to your culture	
Percentages	the volume of a buzzer	or background, eg red	
• use common factors to	l l	for danger or for	
simplify fractions; use	voltage of cells used in	celebration.	
common multiples to ex		Line: How line is used	
fractions in the same	Working scientifically –	beyond drawing and can	
denomination	Recording data and	be applied to other art	
compare and order	results of increasing	forms.	
fractions, including fract		Pattern: Pattern can be	
>1	scientific diagrams and	created in many	
add and subtract fract	1 1 1	different ways, eg in the	
with different denomina	1 ' " ' 1	rhythm of brushstrokes	
and mixed numbers, usi	· · · ·	in a painting (like the	
the concept of equivaler	- 1	work of van Gogh) or in	
fractions	types of scientific	repeated shapes within a	
multiply simple pairs of		composition.	
proper fractions, writing		Texture: Applying thick	
answer in its simplest fo	1 5 5	layers of paint to a	
[for example, $1/4 \times 1/2$]	l l	surface is called impasto,	
divide proper fractions	• 1	and is used by artists	
whole numbers [for exa		such as Claude Monet to	
1/3÷2= 1/6]	using a range of scientific	describe texture.	
	equipment, with	Making skills:	
Measurement	increasing accuracy and	-How to use sketchbooks	
solve problems involvi		to research and present	
the calculation and	readings when	information.	
conversion of units of	appropriate.	-How to develop ideas	
measure, using decimal	- Using test results to	into a plan for a final	
notation up to 3 d.p.who	ere make predictions to set	piece.	
appropriate	up further comparative	-How to make a personal	
use, read, write and co	nvert and fair tests.	response to the artwork	
between standard units		of another artist.	
converting measuremen	ts of Renewable Energy	-How to use different	
length, mass, volume an	d • Working scientifically –	methods to analyse	
time from a smaller unit	of Identifying scientific	artwork such as drama,	
measure to a larger unit	, and evidence that has been	discussion and	
vice versa, using decima	used to support or refute	questioning.	
notation to up to 3 d.p.	ideas or arguments.	Knowledge of artists:	
convert between miles	and – Reporting and	-Artists can use symbols	
kilometres	presenting findings from	in their artwork to	
• use, read, write and co	nvert enquiries in oral and	convey meaning.	
between standard units	written forms such as	-Art can be a form of	
converting measuremer	ts of displays and other	protest.	
time from a smaller unit	of presentations.	-Artists use art to tell	
measure to a larger unit	1 *	stories about things that	
vice versa		are important to them;	
		looking at artworks from	
		the past can reveal	
		thoughts and opinions	
		from that time.	
		-Art sometimes creates	
		difficult feelings when	
		we look at it.	
		-Artists can use materials	
		to respond to a feeling or	
		idea in an abstract way.	
		Evaluating and	
		analysing:	
		-Art doesn't have to be a	
		literal representation of	
		something; it can	
		sometimes be imagined	
		and abstract.	
		-Art can represent	
		abstract concepts, like	
		memories and	
		experiences. Sometimes	
		people make art to	
		express their views and	
		opinions, which can be	
		political or topical.	



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Sonnet	sound spelled 'or' or	introduce a list and semi-	example, 0.375] for a simple	travels in straight lines to	North Africa and Spain	starting points for	
	'ow'- blown, known	colon with a list	fraction [for example, 3/8]	explain that objects are	and east to India with	creative outcomes.	
	'Soft c' spelled 'ce'-	Using and punctuating	recall and use equivalences	seen because they give	Muslims representing	Using sketchbooks:	
	celebrate, cemetery	bullet points to list	between simple fractions,	out or reflect light into	around a quarter of	-Using a systematic and	
	Prefixes 'did', 'un', 'over'	information	decimals and percentages,	the eye.	the global population	independent approach,	
	and 'im'- disappointed,	Punctuating direct	including in different	Use the idea that light	-For a period, Baghdad	research, test and	
	dissatisfied	speech when spoken	contexts	travels in straight lines to	was the largest city in	develop ideas and plans	
	'f' spelled 'ph'- alphabet,	words are split by non-		explain why shadows	the world and also the	using sketchbooks.	
	elephant	spoken words	Ratio and Proportion,	have the same shape as	intellectual capital of	Making skills:	
	Words with origins in	Recognising non-	Algebra	the objects that cast	the world keeping alive	-Create expressively in	
	other countries and	standard words and	solve problems involving	them.	the ideas of the Greeks	their own personal style	
	languages- ballet,	expressions (idoms) used	the relative sizes of two	Recognise that light	and the Romans	and in response to their	
	blizzard	in spoken leg	quantities where missing	appears to travel in	-One of the classical	choice of stimulus,	
	Words with unstressed	Recognising structures of	values can be found by using	straight lines.	features of this Golden	showing the ability to	
	vowel sounds- company, definitely	informal speech Using commas and	integer multiplication and division facts	Working scientifically – Use relevant scientific	Age was its toleranceIslamic civilization	develop artwork independently.	
	Words with 'cial' (shuhl)	dashes to include	solve problems involving	language and	used the idea of zero	Knowledge of artists:	
	after a vowel- antisocial,	parenthesis	the calculation/use of	illustrations to discuss,	for the first time and	-Describe, interpret and	
	artificial	Using a single dash to	percentages for comparison	communicate and justify	its numerals, 1,2,3, etc	evaluate the work, ideas	
	Words with 'tial' (shul)-	separate main clauses	solve problems involving	their scientific ideas	are still used today.	and processes used by	
	confidential, essential	Using the technique of	similar shapes where the	(non-statutory).	The word for a branch	artists across a variety of	
	Words beginning with	ellipses to avoid	scale factor is known or can	- Recording data and	of mathematics called	disciplines, being able to	
	'acc'	repetition and aid	be found	results of increasing	algebra comes from	describe how the cultural	
		cohesion	solve problems involving	complexity using	this time	and historical context	
		Comparing structures of	unequal sharing and grouping	scientific diagrams and	-Islamic knowledge of	may have influenced	
		informal speech and	using knowledge of fractions	labels, classification keys,	medicine, astrology	their creative work.	
		those of formal speech	and multiples	tables, scatter graphs,	and science was way	-Recognise how artists	
		and writing	use simple formulae	bar and line graphs.	ahead of Britain at the	use materials to respond	
		Using punctuation for	generate and describe	- Planning different	time and their ideas of	to feelings and memory	
		effect	linear number sequences	types of scientific	keeping clean were	and choose materials,	
		Revising nouns and noun	express missing number	enquiries to answer	also advanced, with	imagery, shape and form	
		suffixes	problems algebraically	questions, including	their baths, canals,	to create personal	
		Introducing abstract	find pairs of numbers that	recognising and	reservoirs and clean	pieces.	
		nouns Understand how	satisfy an equation with two unknowns	controlling variables	streets.	-Understand how art forms such as	
		hyphens can be added to	enumerate possibilities of	where necessary. - Taking measurements,	Visit the Museum of	photography and	
		avoid ambiguity	combinations of two	using a range of scientific	Islamic Art Gallery 1:	sculpture continually	
		avoid airibiguity	variables	equipment, with	Embarking on a	develop over time as	
		Revise grammatical	Variables	increasing accuracy and	Journey through the	artists seek to break new	
		terms and word classes,	Measurement	precision, taking repeat	Islamic World	boundaries.	
		sentences, clauses and	recognise that shapes with	readings when	General Tour	Evaluating and	
		phrases, verb forms,	the same areas can have	appropriate.	Introducing the new	analysing:	
		tense and punctuation	different perimeters and vice	- Identifying scientific	storyline for MIA's	-Give reasoned	
			versa	evidence that has been	galleries – learn about	evaluations of their own	
			 recognise when it is 	used to support or refute	the importance of	and others' work which	
			possible to use formulae for	ideas or arguments.	religion and learning	takes account of context	
			area and volume of shapes	- Talk about how	through art, experience	and intention.	
			calculate the area of	scientific ideas have	the expansion of the	-Explain how art can be	
			parallelograms and triangles	changed over time (non-	Islamic world and the	created to cause reaction	
			calculate, estimate and	statutory).	changes it brought,	and impact and be able	
			compare volume of cubes	Light Dollytion	and finally journey	to consider why an artist	
			and cuboids using standard	 Light Pollution Working scientifically – 	from Spain to Indonesia. We'll tour a	chooses to use art in this	
			units, including cubic centimetres (cm3) and cubic	Working scientifically – Identifying scientific	variety of galleries and	wayIndependently use their	
			metres (m3), and extending	evidence that has been	see objects made of	knowledge of tools,	
			to other units	used to support or refute	different materials.	materials and processes	
				ideas or arguments.		to try alternative	
			Statistics	- Reporting and		solutions and make	
			interpret and construct pie	presenting findings from		improvements to their	
			charts and line graphs and	enquiries, including		work.	
			use these to solve problems	conclusions, causal		-Knowledge:	
			calculate and interpret the	relationships and		Formal elements:	
			mean as an average	explanations of and a		Colour: Colours can be	
				degree of trust in results,		symbolic and have	
				in oral and written forms		meanings that vary	
				such as displays and		according to your culture	
				other presentations.		or background, e.g. red	
						for danger or for	
				*Desert stargazing		celebration.	
				The Cine let a co		Shape: How an	
				The Circulatory System		understanding of shape	
l						and space can support	



	Identify and name the	creating effective
	main parts of the human	composition.
	circulatory system, and	Line: How line is used
	describe the functions of	beyond drawing and can
	the heart, blood vessels	be applied to other art
	and blood.	forms.
	Describe the ways in	Pattern: Pattern can be
	which nutrients and	created in many
	water are transported	different ways, e.g. in the
	within animals, including	rhythm of brushstrokes
	humans.	in a painting (like the
	Working scientifically –	work of van Gogh) or in
	Explore ideas and raise	repeated shapes within a
	different kinds of	composition.
	questions (non-	Making skills:
	statutory).	-To know how different
	- Use relevant scientific	materials can be used to
	language and	produce photorealistic
	illustrations to discuss,	artwork.
	communicate and justify	-To know that macro
	their scientific ideas	photography is showing
	(non-statutory).	a subject as larger than it
	– Use relevant scientific	is in real life.
	language and	-How to create a
	illustrations to discuss,	photomontage.
	communicate and justify	-How to create artwork
	their scientific ideas	for a design brief.
	(non-statutory).	-How to use a camera or
	- Reporting and	tablet for photography.
	presenting findings from	-How to identify the
	enquiries, including	parts of a camera.
	conclusions, causal	-How to take a macro
	relationships and	photo, choosing an
	explanations of and a	interesting composition.
	degree of trust in results,	-How to manipulate a
	in oral and written forms	photograph using photo
	such as displays and	editing tools.
	other presentations.	-How to use drama and
	Constant processing from the constant of the c	props to recreate
	*Discuss transition unit	imagery.
	with secondary school	-How to take a portrait
	involving a unit of work	photograph.
	from science.	-How to use a grid
	Jioin science.	method to copy a
	Dist and Lifesty Is	
	Diet and Lifestyle	photograph into a
	*Note: Teach within the	drawing.
	boundaries set by The	Knowledge of artists:
	State of Qatar*	-Artists can use symbols
	Recognise the impact	in their artwork to
	of diet, exercise, drugs	convey meaning.
	and lifestyle on the way	-Artists use art to tell
	their body's function.	stories about things that
	Working scientifically –	are important to them;
	Identifying scientific	looking at artworks from
	evidence that has been	the past can reveal
	used to support or refute	thoughts and opinions
	ideas or arguments.	from that time.
	– Recognise which	-Artists take risks to try
	secondary sources will	out ideas; this can lead
	be most useful to	to new techniques being
	research their ideas and	developed.
	begin the separate	Evaluating and
	opinion from fact (non-	analysing:
	statutory).	-Art doesn't have to be a
	– planning different	literal representation of
	types of scientific	something; it can
	enquiries to answer	sometimes be imagined
	questions, including	and abstract.
	recognising and	-Art can represent
	controlling variables	abstract concepts, like
	where necessary.	memories and
	- Taking measurements,	experiences. Sometimes
	using a range of scientific	people make art to
	equipment, with	express their views and



					increasing accuracy and precision, taking repeat readings when			opinions, which can be political or topicalArt can be a digital art	
					appropriate. – Using test results to make predictions to set			form, like photographyPeople use art as a means to reflect on their	
					up further comparative and fair tests.			unique characteristicsArt can change through new and emerging	
								technologies that challenge people to discuss and appreciate	
								art in a new wayPeople can have varying ideas about the value of art.	
							North America Where is North America and what makes it		Skills: -Designing a playground
							unique? -How to locate North America on a map.		featuring a variety of different structures, giving consideration to
							-Identifying the countries of North AmericaExploring the Rocky		how the structures will be used. -Considering effective
							Mountains rangeThe effects of the Mt St Helen's eruption.		and ineffective designsBuilding a range of play apparatus structures
							-Comparing the landscapes of US states. -Comparing New York		drawing upon new and prior knowledge of structures.
							with where we live. The largest country in North America is Canada,		-Measuring, marking and cutting wood to create a range of structures.
							but the United States of America has the largest population.		-Using a range of materials to reinforce and add decoration to
							The most commonly spoken languages are English, French and		structuresImproving a design plan based on peer
Spring 2							Spanish. North America has many amazing physical		evaluationTesting and adapting a design to improve it as it
							features, including Niagara Falls on the border of Canada and		is developedIdentifying what makes a successful structure.
							the USA.		Knowledge: -To know that structures can be strengthened by
									manipulating materials and shapesTo understand what a
									'footprint plan' isTo understand that in the real world, design
									can impact users in positive and negative ways.
									-To know that a prototype is a cheap model to test a design idea.
									*Visit playparks (Al Dafna Park playground) to conduct research.
1	Fiction Science Fiction	Suffix 'ably'- adorably, believably Suffix 'ible'- forcible,	Revise punctuation and standard English and vocabulary	Geometry • draw 2-D shapes using given dimensions and angles	Variations • Recognise that living things produce offspring	Crime and Punishment -How the nature of crimes and		Sculpture and 3D: Making Memories Skills:	
Summer 1	Non-fiction Journal Entry	horrible Suffix 'ibly'- forcibly, horribly	Recognising impersonal writing and using the passive voice to avoid	 compare and classify geometric shapes based on their properties and sizes 	of the same kind, but normally offspring vary and are not identical to	punishments changed over 1000 years and be able to place the main		Generating ideas: -Draw upon their experience of creative	
S	Poetry	Words ending in 'ent' and 'ence'- convenience,	personal references Using a colon to separate	illustrate and name parts of circles, including radius,	their parents.	ones in chronological order		work and their research to develop their own	



Cinquain	difference	main clauses	diameter and circumference	Working scientifically –	-How some	starting points for	
	Words ending 'er', 'or'	Recognising the word	and know that the diameter	Use relevant scientific	punishments were	creative outcomes.	
	and 'ar'- calendar,	classes of homonyms in	is twice the radius	language and	introduced for a short	Using sketchbooks:	
	computer	different contexts	recognise, describe and	illustrations to discuss,		-Using a systematic and	
	Adverbs synonymous	Introduce the use of the	build simple 3-D shapes,	communicate and justify	time and then replaced	independent approach,	
	with determination-	subjunctive form in very	including making nets	their scientific ideas	with others e.g. the	research, test and	
	continually,	formal speech and	• find unknown angles in any	(non-statutory).	Bloody Code and	develop ideas and plans	
	determinedly	writing	triangles, quadrilaterals, and	- Recording data and	Transportation	using sketchbooks.	
	· ·	_		1	-That society's attitude	Making skills:	
	Adjectives used to	Forming sentences	regular polygons	results of increasing	to crime has changed	_	
	describe settings-	containing more than	recognise angles where	complexity, using	over time and has	-Create expressively in	
	bustling, magnificent	one subordinate clause	they meet at a point, are on a	scientific diagrams and	become less harsh	their own personal style	
	Adjectives used to	Using punctuation to	straight line, or are vertically	labels, classification keys,	-Some punishments	and in response to their	
	describe feelings-	clarify meaning and	opposite, and find missing	tables, scatter graphs,	that we think have	choice of stimulus,	
	apprehensive, delighted	avoid ambiguity	angles	bar charts and line	been around for	showing the ability to	
	Adjectives to describe		describe positions on the	graphs.	hundreds of years are	develop artwork	
	characters-amiable,		full coordinate grid (all four		· '	independently.	
	courageous		quadrants)	<u>Adaptions</u>	relatively recent e.g.	-Combine materials and	
	Grammar Vocabulary		draw and translate simple	Identify how animals	growth of prisons in	techniques appropriate	
	Mathematical		shapes on the coordinate	and plants are adapted	Victorian times	to fit with ideas.	
	Vocabulary		plane, and reflect them in the	to suit their environment	-Changes in society	-Work in a sustained way	
			axes	in different ways and	often bring about an	over several sessions to	
				that adaptation may lead	increase in crime e.g.	complete a piece,	
				to evolution.	the growth of towns	including working	
				Working scientifically –	and cities in the early	collaboratively on a	
				Recognise which	19th century.	larger scale and	
				secondary sources will	-That new crimes are	incorporating the formal	
				be most useful to		elements of art.	
				research their ideas and	always appearing, such	Knowledge of artists:	
				begin to separate	as cyber-crime, causing	-Describe, interpret and	
				opinion from fact (non-	the police to learn new	evaluate the work, ideas	
				statutory).	methods of dealing	and processes used by	
					with it.		
				- Identifying scientific		artists across a variety of	
				evidence that has been		disciplines, being able to	
				used to support or refute		describe how the cultural	
				ideas or arguments.		and historical context	
				- Use relevant scientific		may have influenced	
				language and		their creative work.	
				illustrations to discuss,		-Recognise how artists	
				communicate and justify		use materials to respond	
				their scientific ideas and		to feelings and memory	
				should talk about how		and choose materials,	
				scientific ideas have		imagery, shape and form	
				developed over time		to create personal	
				(non-statutory).		pieces.	
				- Reporting and		-Understand how art	
				presenting findings from		forms such as	
				enquiries, including		photography and	
				conclusions, causal		sculpture continually	
				relationships and		develop over time as	
				explanations of and a		artists seek to break new	
				degree of trust in results,		boundaries.	
				in oral and written forms		Evaluating and	
				such as displays and			
						analysing:	
				other presentations.		-Give reasoned	
				Faccile		evaluations of their own	
				<u>Fossils</u>		and others' work which	
				Recognise that living		takes account of context	
		1		things have changed		and intention.	
		1		over time and that fossils		-Explain how art can be	
				provide information		created to cause reaction	
				about living things that		and impact and be able	
				inhabited the Earth		to consider why an artist	
		1		millions of years ago.		chooses to use art in this	
				Working scientifically –		way.	
				Identifying scientific		-Independently use their	
				evidence that has been		knowledge of tools,	
				used to support or refute		materials and processes	
				ideas or arguments.		to try alternative	
				- Use relevant scientific		solutions and make	
				language and		improvements to their	
				illustrations to discuss,		work.	
				communicate and justify		-Art doesn't have to be a	
				their scientific ideas and		literal representation of	
				should talk about how		something; it can	



	1			
	scientific ideas		sometimes be imagined	
	developed over		and abstract.	
	(non-statutory	·).	-Art can represent	
	- Reporting ar	nd	abstract concepts, like	
	presenting fine		memories and	
	enquiries, incl		experiences.	
	conclusions, co		-Sometimes people make	
	relationships a		art to create reactions.	
	explanations of		-People use art as a	
	degree of trus		means to reflect on their	
	in oral and wri		unique characteristics.	
	such as display		Knowledge:	
	other presenta	ations.	Formal elements:	
			Colour: Colours can be	
	Themed Proje	cts (Year 7	symbolic and have	
	Ready)		meanings that vary	
			according to your culture	
	Sustainability	Units of	or background, e.g. red	
	Work	Ollits OI	for danger or for	
	Work			
			celebration.	
			Form: The surface	
			textures created by	
			different materials can	
			help suggest form in	
			two-dimensional art	
			work.	
			Shape: How an	
			understanding of shape	
			and space can support	
			creating effective	
			composition.	
			Line: How line is used	
			beyond drawing and can	
			be applied to other art	
			forms.	
			Pattern: Pattern can be	
			created in many	
			different ways, e.g. in the	
			rhythm of brushstrokes	
			in a painting (like the	
			work of van Gogh) or in	
			repeated shapes within a	
			composition.	
			Making skills:	
			-How to translate a 2D	
			image into a 3D form.	
			-How to manipulate	
			cardboard to create 3D	
			forms (tearing, cutting,	
			folding, bending,	
			ripping).	
			-How to manipulate	
			cardboard to create	
			different textures.	
			-How to make a	
			cardboard relief	
			sculpture.	
			-How to make visual	
			notes to generate ideas	
			for a final piece.	
			-How to translate ideas	
			into sculptural forms.	
			Knowledge of artists:	
			-Artists can use symbols	
			in their artwork to	
			convey meaning.	
			-Art can be a form of	
			protest.	
			-Artists use art to tell	
			stories about things that	
			are important to them;	
			looking at artworks from	
			the past can reveal	
 1			and past carriered	



					thoughts and opinions	
					from that time.	
					-Artists can use materials	
					to respond to a feeling or	
					idea in an abstract way.	
					-Artists take risks to try	
					out ideas; this can lead	
					to new techniques being	
					developed.	
					-Artists can make work	
					by collecting and	
					combining ready-made	
					objects to create	
					'assemblage'.	
					Evaluating and	
					analysing:	
					-Art doesn't have to be a	
					literal representation of	
					something; it can	
					sometimes be imagined	
					and abstract.	
					-Art can represent	
					abstract concepts, like	
					memories and	
					experiences. Sometimes	
					people make art to	
					express their views and	
					opinions, which can be	
					political or topical.	
					-Sometimes people make	
					art to create reactions.	
					-People use art as a	
					means to reflect on their	
					unique characteristics.	
	╡			Local Area Study	a inque ona acceniones	Mechanical Systems:
				-Locating our local area		Automata Toys
	I	1				
				in relation to other		Skills:
				places.		Design
				places.		Design -Noticing wider-reaching
				placesLocal, regional, national and international links to		Design -Noticing wider-reaching problems or needs in the
				placesLocal, regional, national and international links to our local area.		Design -Noticing wider-reaching problems or needs in the community.
				placesLocal, regional, national and international links to our local areaLocating the key		Design -Noticing wider-reaching problems or needs in the communityComing up with a
				placesLocal, regional, national and international links to our local areaLocating the key features of our local		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas
				placesLocal, regional, national and international links to our local areaLocating the key features of our local area.		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation,
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needs.		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needsHow to read and label		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more complex annotated
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needsHow to read and label an Ordnance Survey map		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more complex annotated sketches, such as cross-
				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needsHow to read and label		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more complex annotated sketches, such as cross-sectional and exploded
r 2				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needsHow to read and label an Ordnance Survey map with local sites.		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern
ner 2				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needsHow to read and label an Ordnance Survey map with local sites. Link to Qatar trade with		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design.
mmer 2				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needsHow to read and label an Ordnance Survey map with local sites.		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. Make
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Summer 2				placesLocal, regional, national and international links to our local areaLocating the key features of our local areaCarrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needsHow to read and label an Ordnance Survey map with local sites. Link to Qatar trade with a museum visit World Trade		Design -Noticing wider-reaching problems or needs in the communityComing up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originalityBeginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. Make -Producing lists of equipment, materials
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