

Art and Design and Design and Technology Curriculum Map



Year 1

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



	<p>ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> ♣ 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 	<p>Technical knowledge</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from. 	<p>and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> ♣ build structures, exploring how they can be made stronger, stiffer and more stable 		<p>technology</p> <p>Make</p> <ul style="list-style-type: none"> ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge <p>Technical Knowledge</p> <ul style="list-style-type: none"> ♣ build structures, exploring how they can be made stronger, stiffer and more stable 	
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Year 2

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



	<p>themselves and other users based on design criteria</p> <ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> ♣ understand where food comes from. 	<p>products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> ♣ build structures, 	<p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Evaluate</p> <ul style="list-style-type: none"> ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p>	<p>products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p>	<p>products for themselves and other users based on design criteria</p> <p>Make</p> <ul style="list-style-type: none"> ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from. 	<p>products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> ♣ build structures,
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Art and Design and Design and Technology Curriculum Map



		exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products				exploring how they can be made stronger, stiffer and more stable
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Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	Stone, Bronze, Iron: What is the secret of the standing stones?	Stone, Bronze, Iron: What happened next?	Tremors: Why do some earthquakes cause more damage than others?	Gods and Mortals: What was the ancient Greeks' greatest achievement?	Predator: Which animal is the ultimate predator and why?	Urban Pioneers: Is graffiti art or vandalism? Why?
Art: National Curriculum	<p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (drawing, painting, digital art)</p> <p>*about great artists, architects and designers in history – Giuseppe Archimboldo, Sean Charmatz</p>	<p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (digital art, painting)</p> <p>*about great artists, architects and designers in history – Kate Fortin, Jackson Pollock</p>	<p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (sculpture)</p> <p>*about great artists, architects and designers in history – Giovanni Domenico Tiepolo</p>	<p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (painting, drawing, collage)</p> <p>*about great artists, architects and designers in history – Henri Julien Rosseau</p>	<p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (spray painting, stencilling)</p> <p>*about great artists, architects and designers in history – Banksy, Keith Haring, Jean-Michel Basquiat</p>
DT: National Curriculum	<p>Make</p> <p>♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],</p>	<p>Plan</p> <p>♣ 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</p>	<p>Make</p> <p>♣ 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</p>	<p>Plan</p> <p>♣ 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</p> <p>♣ generate, develop,</p>	<p>Cooking and Nutrition</p> <p>♣ understand and apply the principles of a healthy and varied diet</p>	



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



		where and how a variety of ingredients are grown, reared, caught and processed.				
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Year 4

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



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



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



	<p>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Evaluate</p> <p>♣ understand how key events and individuals in design and technology have helped shape the world</p>	<p>Make</p> <p>♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate</p> <p>♣ investigate and analyse a range of existing products</p> <p>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge</p> <p>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>♣ 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</p> <p>Evaluate</p> <p>♣ investigate and analyse a range of existing products</p> <p>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>♣ understand how key</p>		<p>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Evaluate</p> <p>♣ understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>§ apply their understanding of computing to program, monitor and control their products.</p>	<p>qualities</p> <p>Cooking and Nutrition</p> <p>♣ understand and apply the principles of a healthy and varied diet</p> <p>♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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			<p>events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. 			
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Art and Design and Design and Technology Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question	<p>Battle of Barnet: What happened in Barnet in 1471?</p> <p>Britain at War: What was life like during WW2?</p>	<p>Britain at War: Why was winning the Battle of Britain in 1940 so important?</p>	<p>Frozen Kingdoms: Antarctica: everlasting winter wonderland or treacherous terrain?</p>	<p>Hola Mexico: Why did the ancient Maya change their way of life?</p>	<p>Breathing Spaces: Who are Britain's National Parks for?</p>	<p>Gallery Rebels: What makes art rebellious?</p>
Art: National Curriculum	<p>*great artists, architects and designers in history – L S Lowry</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (water colours, pencil and digital art)</p>		<p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pastel)</p>	<p>*about great artists, architects and designers in history – Frida Kahlo</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (digital art, collage, paint, printing)</p>		<p>about great artists, architects and designers in history – a range</p>
DT: National Curriculum	<p>Design:</p> <p>*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</p> <p>Make:</p> <p>*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</p> <p>Evaluate:</p> <p>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>*understand how key events and individuals in design and technology have helped shape the world</p> <p>Cooking and Nutrition:</p> <p>*understand and apply the principles of a healthy and</p>			<p>Cooking and Nutrition:</p> <p>*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		

Art and Design and Design and Technology Curriculum Map



	varied diet				
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