



SARACENS
BELL LANE

History

Key Stage 1

Curriculum map

Philosophy

Six underlying attributes at the heart of curriculum and lessons.

Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.

Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.

Our flexible curriculum enables schools to tailor Saracens Bell Lane's content to their curriculum and context.

Our curriculum is evidence informed through rigorous application of best practice and the science of learning.

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

Units

KS2 Art & Design is formed of 3 units per year group and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
How am I making history?	Year 1	6
How have toys changed?	Year 1	6
How have explorers changed the world?	Year 1	6
How was school different in the past?	Year 2	6
The Great Fire of London	Year 2	6
What is a monarch?	Year 2	6

Year 1

Unit 1: [How am I making history?](#)

The national curriculum for history aims to ensure that all pupils:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils have previously learnt: In the Early years foundation stage – Reception, children talked about the past and present events in their own lives and the lives of their family members. They started to compare things from the past to now. Children used timelines to order daily routines.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Disciplinary Knowledge	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
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<p>Lesson 1: What is my history?</p> <p>Slides</p>	<p>To develop an understanding of personal chronology.</p> <ul style="list-style-type: none"> • I can order three photographs on a simple timeline. • I can use vocabulary such as past, present and memory. • I can discuss similarities and differences. 	<p>Change and Continuity</p> <p>Cause and consequences</p>	<ul style="list-style-type: none"> • Which picture shows you now? • Which picture shows you before? • What has changed? (Children may make comparisons such as they were younger, they were a baby in a pushchair etc.) • What can you do now that you couldn't do before? • Can you put the photographs in order? • How are photographs similar/different? • How did you 	<ul style="list-style-type: none"> • now • present • past • timeline • remember • event 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>RSE & PSHE</p> <p>that families are important for children growing up because they can give love, security and stability.</p>
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know the
picture
shows you
before/now?

- How have
you changed
since you
were a baby?

<p>Lesson 2: How can I find out more about myself?</p>	<p>To learn more about my history.</p> <ul style="list-style-type: none"> • I can talk about three memories. • I can place one memory on a timeline. • I can explain why memories are special, for example, an event or occasion. 	<p>Change and Continuity</p> <p>Cause and consequences</p>	<ul style="list-style-type: none"> • What do the photographs and objects tell us? • What can you remember? • What is similar and different? (Children may make comparisons such as they look younger in the photograph.) • What memories can you add to your memory box? 	<ul style="list-style-type: none"> • remember • memory • past • present • timeline • now 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>RSE & PSHE</p> <p>that families are important for children growing up because they can give love, security and stability.</p> <p>Art and design</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>
<p>Lesson 3: How are special events remembered?</p>	<p>To explore how we remember events.</p> <ul style="list-style-type: none"> • I can recall four events celebrated throughout the year. • I know three ways in 	<p>Similarities and Differences</p>	<ul style="list-style-type: none"> • When is your birthday? (Children may need support with this.) • Is your birthday before or 	<ul style="list-style-type: none"> • significant • celebrate 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>RSE & PSHE</p> <p>that families are important for children growing up because they can give love, security and stability.'</p> <p>Maths Measurement</p>

	<p>which I celebrate my birthday.</p> <ul style="list-style-type: none"> I can begin to recognise similarities and differences between how people celebrate events. 		<p>after...?</p> <ul style="list-style-type: none"> How old are you? How do you celebrate your birthday? 			<p>recognise and use language relating to dates, including days of the week, weeks, months and years.'</p>
<p><u>Lesson 4: What was it like for children in the past?</u></p>	<p>To find out what childhood was like for our parents and grandparents.</p> <ul style="list-style-type: none"> I can ask questions about the past. I can compare the past to today. 	<p>Change and Continuity</p> <p>Cause and consequences</p>	<ul style="list-style-type: none"> When were you six years old? What games did you play? Did you play with the same toys as we do? What food did you eat? What clothes did you wear? How did you celebrate your 	<ul style="list-style-type: none"> childhood parent grandparent family remember living memory past present now 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>RSE & PSHE</p> <p>that families are important for children growing up because they can give love, security and stability.'</p> <p>English</p> <p>Spoken language</p> <p>ask relevant questions to extend their understanding and</p>

			birthday?			knowledge.'
Lesson 5: What have I learnt about childhood in the past?	<p>To compare childhood now with childhood in the past.</p> <ul style="list-style-type: none"> I can think of one similarity between childhood now and childhood in the past. I can think of one difference between childhood now and childhood in the past. 	<p>Similarities and Differences</p>	<p>What is different between childhood now and in the past? (Children might refer to specific types of presents such as roller skates, wooden toys or listening to music on a record player vs electronic toys, plastic roller skates and listening to music on a wireless speaker.) What is similar about your childhood and</p>	<ul style="list-style-type: none"> past present similar different living memory change lifetime 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>RSE & PSHE that families are important for children growing up because they can give love, security and stability.'</p>

			<p>childhood in the past? (Children might refer to eating birthday cake, riding bikes, opening presents and playing with friends.)</p>			
<p><u>Lesson 6: How am I making history?</u></p>	<p>To identify that some things change and some things stay the same.</p> <ul style="list-style-type: none"> • I can use relevant vocabulary to describe what I have found out. • I can think of three ideas about myself to add to the time capsule. 	<p>Change and Continuity</p>			<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	

	<ul style="list-style-type: none"> I can discuss possible changes in the future. 					
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Year 1

Unit 2: [How have toys changed?](#)

Pupils have previously learnt: Linked to first unit - How am I making history?						
Lesson number/ DTMQ	North Star Objective/ Success Criteria	Disciplinary Knowledge	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links

<p><u>Lesson 1: What is your favourite toy?</u></p>	<p>To discuss a favourite toy.</p> <ul style="list-style-type: none"> ● I can explain what my favourite toy is and why. ● I can recall my past when talking about my favourite toy. ● I know why toys are special. ● I can use words relating to time (old, new, now, long ago, then, before, after). 	<p>Historical Significance</p>	<ul style="list-style-type: none"> ● What is your favourite toy? ● Why is that your favourite toy? ● When did you get it? ● Who gave you it? ● What is it made from? ● What games do you like to play with it? 	<ul style="list-style-type: none"> ● remember ● memory ● special ● now ● toy ● play 	<ul style="list-style-type: none"> ● gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales ● understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and 	<p>RSE & PSHE</p> <p>Pupils should know:</p> <p>that families are important for children growing up because they can give love, security and stability.</p>
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					<p>create their own structured accounts, including written narratives and analyses</p> <p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
<p>Lesson 2: Did your parents and grandparents play with the same toys as you?</p>	<p>To find out what toys our parents and grandparents played with.</p> <ul style="list-style-type: none"> ● I can ask questions about the past. ● I can compare the past to today. 		<ul style="list-style-type: none"> ● What toys did our visitor play with? ● Were their toys like your toys? ● What was similar to the toys you play with? ● What was different to 	<ul style="list-style-type: none"> ● parent ● grandparent ● children ● remember ● living memory ● past ● present ● toy 	<ul style="list-style-type: none"> ● gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, 	<p>Art and design</p> <p>Pupils should be taught:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and</p>

			<p>the toys you play with?</p> <ul style="list-style-type: none"> ● Did your parents and grandparents play with the same toys as you? 	<ul style="list-style-type: none"> ● play 	<p>military, political, religious and social history; and between short- and long-term timescales</p> <ul style="list-style-type: none"> ● understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses <p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these</p>	<p>imagination.</p>
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					should be used to reveal aspects of change in national life.	
<p><u>Lesson 3: What were toys like in the past?</u></p>	<p>To investigate what toys were like up to 100 years ago.</p> <ul style="list-style-type: none"> ● I can sort and sequence artefacts from different time periods. ● I can use words relating to the passing of time. ● I can ask and answer questions about artefacts. 		<ul style="list-style-type: none"> ● What type of toy is this? ● Do you think it is an old or new toy? ● What does it look like? (Colour, shape, size.) ● How does it feel? ● Is the object broken or is anything missing? ● What material is it made of? ● How might children have played with it? ● Do you think it was important to the person 	<ul style="list-style-type: none"> ● artefacts ● modern living memory ● past ● present ● source ● evidence ● decade ● century ● timeline 	<ul style="list-style-type: none"> ● gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales ● understand historical concepts such as continuity and change, cause and consequence, similarity, 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>ask relevant questions to extend their understanding and knowledge.</p> <p>Maths</p> <p>Measurement</p> <p>Pupils should be taught to:</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years.</p>

			<p>who owned it? Why?</p> <ul style="list-style-type: none"> • How do you think this toy was made? (Explain to the children that many toys in the past were made by hand whereas now they are made by machines.) • Do you have any questions about the toys? 		<p>difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
<p>Lesson 4: What is similar and different</p>	<p>To compare toys from the past with modern toys.</p> <ul style="list-style-type: none"> • I can 		<ul style="list-style-type: none"> • What does the toy look like? (Children might use 	<ul style="list-style-type: none"> • past • present • similar • different 	<ul style="list-style-type: none"> • gain historical perspective by placing their growing knowledge into 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught</p>

<p>about toys now and in the past?</p>	<p>identify similar toys from different periods.</p> <ul style="list-style-type: none"> I can identify differences between toys. 		<p>words such as colourful, fun or painted.)</p> <ul style="list-style-type: none"> What is the toy made of? (Old toys were often made of wood or metal; modern toys are often made of plastic.) Is it broken or damaged? Who might have played with it? How was it played with? (Old toys were often moved by hand and modern toys often use batteries to move.) Do you think the toy is old or new? Why? 	<ul style="list-style-type: none"> living memory modern wooden metal plastic 	<p>different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives 	<p>to:</p> <ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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			<ul style="list-style-type: none"> • What words can we use to describe toys from the past? • What words can we use to describe toys now? 		<p>and analyses</p> <p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
<p>Lesson 5: How have teddy bears changed over time?</p>	<p>To investigate how teddy bears have changed over time.</p> <ul style="list-style-type: none"> • I can identify changes between teddy bears from now and 100 years ago. • I can identify similarities between teddy bears 		<ul style="list-style-type: none"> • What has stayed the same over time about teddy bears (continuity) and what is different (change)? • How have teddy bears stayed the same? 	<ul style="list-style-type: none"> • past • present • similar • different • living memory • modern • mohair 	<ul style="list-style-type: none"> • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p>

	<p>from now and 100 years ago.</p> <ul style="list-style-type: none"> ● I can explain why teddy bears have been a popular toy for over 100 years. 				<p>and long-term timescales</p> <ul style="list-style-type: none"> ● understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses <p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national</p>	
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					life.	
<p>Lesson 6: How have toys changed?</p>	<p>To know how toys have changed over time.</p> <ul style="list-style-type: none"> I can identify toys that children play with now. I can identify toys that children played with in the past. I can describe ways in which some toys have changed over time. 		<ul style="list-style-type: none"> What type of toy is it? When did children play with this toy? What does it look like? (Colour, shape, size.) How does it feel? Is the object broken or is anything missing? What material is it made of? How might children have played with it? What do you think toys will be like in the future? 	<ul style="list-style-type: none"> past present living memory change toy old modern 	<ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p>

					<p>contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
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Year 1

Unit 3: [How have explorers changed the world?](#)

Pupils have previously learnt: Linked to previous unit - How have toys changed?

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
<p>Lesson 1: What is an explorer?</p>	<p>To know what an explorer is.</p> <ul style="list-style-type: none"> I can explain what explorers do. I can recall the names of famous explorers and their achievements. I can name equipment or transport that an explorer would need. I can explain that 'beyond living memory' is more than 100 years ago 	<ul style="list-style-type: none"> How long ago is 'beyond living memory'? Which explorer do you think would go closest to 'now' on the timeline? Which explorers do you think lived in the past? 	<ul style="list-style-type: none"> beyond living memory discovery equipment exploration explorer living memory past present transport timeline 	<ul style="list-style-type: none"> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> </div>

				<p>timescales.</p> <p>Pupils should be taught about:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p>	
<p>Lesson 2: Where have explorers travelled</p>	<p>To recognise the achievements of different explorers.</p> <ul style="list-style-type: none"> I can recognise 	<ul style="list-style-type: none"> What did Dame Ellen MacArthur achieve? What did Matthew Henson 	<ul style="list-style-type: none"> achievement beyond living memory 	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution</p>	<p>English</p> <p>Writing</p>

<p><u>and when?</u></p>	<p>how transport for voyages has changed.</p> <ul style="list-style-type: none"> ● I can name important explorers. ● I can explain some achievements of explorers. ● I can identify where explorers travelled. 	<p>achieve?</p> <ul style="list-style-type: none"> ● What did Mary ● What did Christopher Columbus achieve? 	<ul style="list-style-type: none"> ● discovery ● explorer ● living memory ● solo ● timeline ● transport ● voyage ● yacht 	<p>of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Pupils should be taught about:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p>	<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <p>composing a sentence orally before writing it.</p>
<p><u>Lesson 3:</u> <u>Who was Christopher Columbus and what did he do?</u></p>	<p>To record events on a timeline.</p> <ul style="list-style-type: none"> ● I can select important events from a historical story. ● I can place 	<ul style="list-style-type: none"> ● ● Who do you think is in the image? ● What are they doing? ● What else can you see in the 	<ul style="list-style-type: none"> ● achievement ● beyond living memory ● explorer ● timeline 	<ul style="list-style-type: none"> ● Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features 	<p>English</p> <p>Writing</p> <p>Pupils should be taught to:</p> <p>Write sentences by:</p>

	<p>events in the correct order from past to present on a timeline.</p> <ul style="list-style-type: none"> ● I can retell a historical story. 	<p>photograph?</p>	<ul style="list-style-type: none"> ● voyage 	<p>of past non-European societies; achievements and follies of mankind.</p> <ul style="list-style-type: none"> ● Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <p>Pupils should be taught about:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and</p>	<p>composing a sentence orally before writing it.</p> <p>British values</p> <p>Mutual respect.</p>
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				<p>LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p>	
<p>Lesson 4: <u>Who was Matthew Henson and what did he do?</u></p>	<p>To use photographs to find out about the past.</p> <ul style="list-style-type: none"> ● I can describe what I can see in a photograph. ● I can ask some questions about a photograph. ● I can look for hidden clues (inferences). 	<ul style="list-style-type: none"> ● When did Matthew Henson go on his voyage to the North Pole? ● How long ago was this? ● What do you think Matthew Henson could see and hear on his voyage to the North Pole? ● How do you think he felt? 	<ul style="list-style-type: none"> ● achievement ● beyond living memory ● explorer ● North Pole ● timeline ● voyage 	<ul style="list-style-type: none"> ● Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. ● Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <p>Pupils should be taught about: The lives of significant</p>	<p>Geography</p> <p>Human and physical geography</p> <p>Pupils should be taught to: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>

				<p>individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p>	
<p>Lesson 5: How has exploration changed?</p>	<ul style="list-style-type: none"> ● To recognise changes and similarities (continuities) over time. ● ● I can remember information about past and present-day explorations. 	<ul style="list-style-type: none"> ● Due to exploration in the past, there are now detailed maps so journeys can be planned more easily. ● Transport is now faster. ● Clothing has improved to keep 	<ul style="list-style-type: none"> ● determination ● different ● explorer ● past ● present ● qualities ● resilience ● similar 	<ul style="list-style-type: none"> ● Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider 	<p>English</p> <p>Writing – composition</p> <p>Pupils should be taught to:</p> <p>Discuss what they have written with the teacher or other pupils.</p>

	<ul style="list-style-type: none">● I can compare images from different time periods.● I can compare events in the past and present.●	<p>people warm, cool or dry.</p> <ul style="list-style-type: none">● Explorers in the past recorded their exploration in diaries and drawings to help them recall their journeys.● Explorers now take photos and videos to share their experiences on social media.● Female explorers were uncommon in the past.		<p>world.</p> <ul style="list-style-type: none">● Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.● Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.● Gain historical perspective by placing	
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				<p>their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Pupils should be taught about:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks</p>	
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				and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].	
<p>Lesson 6: <u>How can we remember them?</u></p>	<p>To describe the significance of some people and events within history.</p> <ul style="list-style-type: none"> ● I can explain what makes a person or event significant. ● I can describe how an explorer changed events or people's ideas. ● I can present significant people and events using a coat of arms. 	<ul style="list-style-type: none"> ● Was Matthew Henson part of an important event at the time he lived? ● ● How did he change people's ideas? ● ● How did he show a good or bad example of how to live or behave? ● ● Was Matthew Henson significant? 	<ul style="list-style-type: none"> ● coat of arms ● event ● historical significance ● remember 	<ul style="list-style-type: none"> ● Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. ● Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. ● Understand historical 	<p>Art and design</p> <p>Pupils should be taught:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>

				<p>concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <ul style="list-style-type: none">● Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
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				<p>Pupils should be taught about:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p>	
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Year 2

Unit 1: Great Fire of London

Pupils have previously learnt:						
Lesson	North Star	Disciplinary	Key Questions	Key vocabulary	National curriculum links	Cross curricular links

number/ DTMQ	Objective/ Success Criteria	knowledge			Pupils should be taught	
1.		Change and continuity	What was life like in the 17th century?	reign, conspiracy, parliament, tyranny, monarchy, civil	<p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p>	English - diary entry of a rat
2.		Similarities and differences	What was London like at the time of the fire?	tribe, abbey, alliance, Britannia, missionary, mayor		
3.		Cause and consequence	How did the Great Fire of London start?	bakery, navy, diary, cathedral, extinguished		
4.		Sources of evidence	How was the fire put out?	conflict, pope, compensation, aghast		
5.		Historical significance	What was the impact of	landmark, church,		

			the Great Fire of London?	homeless		
6.		Historical interpretations	How do we know about the Great Fire of London	historical source, eye witness, information, interpret, entry		

Year 2

Unit 2 :[How was school different in the past?](#)

Pupils have previously learnt: How have toys changed?

- Discuss their favourite toy using language related to the past.
- Ask questions about toys in the past.
- Make comparisons between toys in the past and present.
- Sequence artefacts from different periods of time.
- Identify changes between teddy bears today and those from 100 years ago.
- Describe how toys have changed over time.

Lesson number/DTMQ	North Star Objective/ Success Criteria	Disciplinary knowledge	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Were schools different in the past?	To find out how schools have changed over time. <ul style="list-style-type: none"> ● I can correctly place four photographs 		<ul style="list-style-type: none"> ● Where do we start on the timeline? (Now, then look backwards.) ● Is this school from the past 	<ul style="list-style-type: none"> ● past ● present ● timeline ● important ● date ● similar 	<ul style="list-style-type: none"> ● understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and 	English Spoken language 'Pupils should be taught to: maintain attention and

	<p>on a timeline.</p> <ul style="list-style-type: none"> ● I can recognise similarities and differences between schools. ● I know that schools change over time. 		<p>or is it a modern school?</p> <ul style="list-style-type: none"> ● Why do you think this? ● What is different to school now? ● What is similar to school now? ● Is this date before or after...? ● How many decades ago was...? 	<ul style="list-style-type: none"> ● different ● modern ● decade 	<p>use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> ● gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales <p>Pupils should be taught</p>	<p>participate actively in collaborative conversations, staying on topic and initiating and responding to comments'</p> <p>Mathematics</p> <p>'Pupils should be taught to:</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years'</p>
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					<p>about:</p> <p>significant historical events, people and places in their own locality.</p>	
<p>Lesson 2: How have schools changed within living memory?</p>	<p>To investigate what school was like in the past.</p> <ul style="list-style-type: none"> I can ask questions about the past. I can compare schools in the past with schools today. 		<ul style="list-style-type: none"> What is it? Who wrote or made it? When was it written or made? What can you see in the photograph? Who might the people be? What evidence does it give us to answer our question? 	<ul style="list-style-type: none"> living memory past present source evidence decade 	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, 	<p>English</p> <p>Spoken language</p> <p>'Pupils should be taught to:</p> <p>ask relevant questions to extend their understanding and knowledge.'</p>

					<p>including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Pupils should be taught about:</p> <p>significant historical events, people and places in their own locality.</p>	
<p>Lesson 3: How were schools different in the 1900s?</p>	<p>To investigate what schools were like in the 1900s.</p> <ul style="list-style-type: none"> I can make some inferences from historical information. 		<ul style="list-style-type: none"> What is it? Who wrote or made it? When was it written or made? What evidence does it give us to answer 	<ul style="list-style-type: none"> beyond living memory past present source evidence 	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives 	<p>English</p> <p>Spoken language</p> <p>'Pupils should be taught to:</p> <p>ask relevant questions to extend their</p>

	<ul style="list-style-type: none"> I know how we can find out about schools in the past. 		<p>our question?</p> <ul style="list-style-type: none"> Who is in the picture? What clothes are they wearing? Which source gives us the best information and why? (Children may recognise that photographs give us more information than written records.) What would you ask a child about schools from the 1900s? 	<ul style="list-style-type: none"> decade 	<p>have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed <p>Pupils should be taught about:</p> <p>significant historical events, people and places in their own locality.</p>	<p>understanding and knowledge.'</p> <p>Geography</p> <p>Geographical skills and fieldwork</p> <p>'Pupils should be taught to:</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.'</p>
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<p>Lesson 4: How have schools changed?</p>	<p>To compare a modern classroom with a classroom 100 years ago.</p> <ul style="list-style-type: none"> ● I can recognise features of modern classrooms. ● I can recognise features of classrooms 100 years ago. ● I can think of similarities and differences between classrooms now and in the past. 		<ul style="list-style-type: none"> ● Which photograph shows a modern classroom? ● Which photograph shows a classroom in the 1900s? ● How do you know this? ● What is the same? (Teacher, pupils, writing on a board, rules.) ● What is different? (Stove, benches in rows, slates and blackboards, computers and interactive whiteboard, tables in groups, etc.) 	<ul style="list-style-type: none"> ● past ● present ● source ● evidence ● similar ● different ● modern 	<ul style="list-style-type: none"> ● understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ● understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been 	<p>Art and design</p> <p>‘Pupils should be taught:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.’</p> <p>English</p> <p>Spoken language</p> <p>‘Pupils should be taught to:</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.’</p>
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					<p>constructed</p> <p>Pupils should be taught about:</p> <p>significant historical events, people and places in their own locality.</p>	
<p>Lesson 5: What is similar and different about schools now and in the past?</p>	<p>To compare three periods of time.</p> <ul style="list-style-type: none"> ● I can find two differences for each period of time. ● I can find two similarities for each period of time. ● I can compare schools today with schools from 		<ul style="list-style-type: none"> ● What is similar to schools now? ● What is different from schools now? 	<ul style="list-style-type: none"> ● similar ● different ● past ● present 	<p>Pupils should be taught about:</p> <p>significant historical events, people and places in their own locality.'</p>	<p>English</p> <p>Spoken language</p> <p>'Pupils should be taught to:</p> <p>ask relevant questions to extend their understanding and knowledge.'</p>

	two periods of time.					
<p>Lesson 6: Would you have preferred to go to school in the past?</p>	<p>To express a personal response to history.</p> <ul style="list-style-type: none"> I can explain whether I would have preferred to go to school in the past or not. I can use facts that I have learnt about schools in the past to make a decision. 		<ul style="list-style-type: none"> When would you have preferred to go to school? Why? Would most children have preferred to go to school now or in the past? Are there any reasons why school in the past is better than school today? What do you think school children from 100 years ago would think of school today? What might a classroom look like in another 100 	<ul style="list-style-type: none"> past present modern preferred 	<p>History</p> <p>Pupils should be taught about:</p> <p>significant historical events, people and places in their own locality.</p>	<p>English</p> <p>Spoken language</p> <p>'Pupils should be taught to:</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</p>

			years?			
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Year 2

Unit 3: [What is a monarch?](#)

Pupils have previously learnt:

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- Identify important events surrounding the history of flight.
- Explain how a significant event has changed the lives of others.
- Ask questions about people and events in the past.
- Use primary sources to find out about people and events in the past.
- Correctly order five events on a timeline.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Disciplinary knowledge	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: What is a monarch?	To describe what a monarch is. <ul style="list-style-type: none"> ● I can recognise what a monarch is. ● I can recall 		<ul style="list-style-type: none"> ● Who is the monarch today? ● ● Where do the monarchs live? 	<ul style="list-style-type: none"> ● armed forces ● constitutional monarchy ● govern 	<ul style="list-style-type: none"> ● Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to 	Art and design Pupils should be taught: To use drawing, painting and sculpture to

	<p>who rules the UK.</p> <ul style="list-style-type: none"> ● I can identify some of the monarch's duties. ● 			<p>ment</p> <ul style="list-style-type: none"> ● Head of State ● monarch ● Parliament ● rule 	<p>the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <ul style="list-style-type: none"> ● Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. ● Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, 	<p>develop and share their ideas, experiences and imagination.</p>
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					<p>religious and social history; and between short- and long-term timescales.</p> <p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
<p>Lesson 2: Who is our monarch today?</p>	<p>To explain why coronations take place.</p> <ul style="list-style-type: none"> I can identify steps in the coronation ceremony. I can explain the use of special objects in a 		<ul style="list-style-type: none"> What is happening in the photograph? Have you been to any special ceremonies before? What is a coronation? 	<ul style="list-style-type: none"> anointing Archbishop of Canterbury ceremony coronation crowning 	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>Participate in discussions, presentations, performances, role play/improvisat</p>

	<p>coronation.</p>		<ul style="list-style-type: none"> • • Where do coronations take place? • • Why did King Charles III need a coronation? 	<ul style="list-style-type: none"> • investing • oath • orb • procession • sceptre 	<p>influenced and been influenced by the wider world.</p> <ul style="list-style-type: none"> • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>ions and debates.</p> <p>British values</p> <p>Tolerance of those with different faiths and beliefs.</p>
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					<p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
<p>Lesson 3: How did William the Conqueror or become King of England?</p>	<p>To explain how William the Conqueror became King of England.</p> <ul style="list-style-type: none"> I can use sources to find out about the past. I can recall that the monarchy was different in the past. 		<ul style="list-style-type: none"> Who invaded England? Where did the main battle between Harold Godwinson and William of Normandy take place? 	<ul style="list-style-type: none"> absolute monarchy Anglo-Saxon battle Bayeux Tapestry conqueror earl Edward the Confessor Harald Hardra 	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Gain and deploy a historically 	<p>Art and design</p> <p>Pupils should be taught:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>

				<p>da</p> <ul style="list-style-type: none">● Harold Godwinson, Earl of Wessex● invade● nobility● Normandy● Normans● power● William of Normandy● Witan	<p>grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <ul style="list-style-type: none">● Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.● Understand historical concepts such as continuity and change, cause and consequence,	
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					<p>similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <ul style="list-style-type: none">● Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	
					<p>Pupils should be taught about:</p> <p>Events beyond</p>	

					<p>living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	
<p>Lesson 4: How did William the Conqueror rule?</p>	<p>To identify how William the Conqueror built castles while ruling England.</p> <ul style="list-style-type: none"> I can name the two types of castle built by the Normans. I can recognise similarities and differences between Norman 		<ul style="list-style-type: none"> How do you think people felt about being invaded? Why is wood not the best material for building a castle? Which castle was easier to build? Which castle was easier to defend? 	<ul style="list-style-type: none"> absolute monarchy attack bailey conquer defend invade motte-and-bailey Normans motte power stone 	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Gain and deploy a historically grounded 	None

	castles.		<ul style="list-style-type: none">•• Why did they have a fence or wall?	keep	<p>understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <ul style="list-style-type: none">• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and	
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					<p>use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Pupils should be taught about:</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	
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<p>Lesson 5: How did castles change?</p>	<p>To identify features of a castle that would be effective when defending against attacks.</p> <ul style="list-style-type: none"> ● I can sequence castles on a timeline. ● I can describe how castles have changed over time. ● I can identify the features of a castle. 		<ul style="list-style-type: none"> ● What features did you include in your castle? ● ● How did castles change? 	<ul style="list-style-type: none"> ● battlements ● concentric castle ● fortified manor house ● gatehouse ● keep ● moat ● motte ● motte-and-bailey ● portcullis ● stone keep ● tower ● walls 	<ul style="list-style-type: none"> ● Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. ● Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. ● Gain historical perspective by placing their growing knowledge into different contexts, 	<p>Art and design</p> <p>Pupils should be taught:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Design and technology</p> <p>When designing and making, pupils should be taught to:</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>
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					<p>understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none">● Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>
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					<p>Pupils should be taught about:</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	
<p>Lesson 6: What was a monarch in the past?</p>	<p>To suggest what a monarch was like in the past.</p> <ul style="list-style-type: none"> I can describe what kind of monarch William the Conqueror was. I can compare the monarchy in the past to 		<ul style="list-style-type: none"> Which words best describe William the Conqueror? Which words do not describe William the Conqueror? What do you think would be on the next part of 	<ul style="list-style-type: none"> absolute monarchy Bayeux Tapestry constitutional monarchy coronation monarch 	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by 	<p>Art and design</p> <p>Pupils should be taught:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>

	<p>the monarchy today.</p> <ul style="list-style-type: none"> ● I can recognise that the monarchy has changed. ● 		<p>the tapestry?</p>	<p>h</p> <ul style="list-style-type: none"> ● power 	<p>the wider world.</p> <ul style="list-style-type: none"> ● Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. ● Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. ● Understand 	
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					<p>historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Pupils should be taught about:</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals</p>	
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					or anniversaries].	
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Learn More

Contents

Section number & Title

1. Coherence and flexibility
2. Knowledge organisation
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5. Pupil engagement
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7. A curriculum of quality
8. Additional information about sequence
9. Key stage 2 progress objectives

1. Coherence and flexibility

The art, craft and design curriculum for Key Stage 2 covers engaging and age-appropriate content for all 4 year groups. Pupils are introduced to a broad range of knowledge, understanding and skills across 12 areas of making: drawing, painting, printmaking, sculpture, creative craft, ceramics, collage, textiles, photography, installation and site-specific art, digital and new media, design and graphic design.

Each unit, consisting of 5 lessons, can be delivered as a standalone scheme of work to complement schools' existing provision for art, craft and design education. Although no prior knowledge is required within each area of making, the lessons within each unit are planned for continuity and progression and should therefore be delivered in sequence.

Whilst we recognise that learning can be in, through, about and with art, craft and design, the focus of this curriculum is on intrinsic rather than extrinsic learning - i.e. the stated knowledge, understanding and skills in each lesson's objectives are specific to the discipline rather than cross-curricular or transdisciplinary. This is a knowledge-rich curriculum, where skills are also underpinned by essential knowledge.

2. Knowledge organisation

Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion. Any one of the 12 areas of making in this curriculum could be taught to any age group, with appropriate teacher instruction and support. Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, lesson objectives encompass the productive, critical and cultural dimensions of learning in the discipline.

Units in this curriculum address opportunities for learning in:

- Knowledge and understanding (acquiring and applying knowledge to inform progress) '
- Generating ideas (skills of designing & developing Ideas)
- Making (skills of making art, craft and design)
- Evaluating (skills of judgement and evaluation)

Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition. Digital processes might take the form of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography, video and audio recordings. Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in

terms of strengths and areas for development. Importantly, owning a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

As noted above, each unit can be delivered independently of other units.

3. Knowledge selection

The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught at Key Stage 2 as a basic entitlement: drawing, painting and sculpture - to be complemented by other techniques. This curriculum includes 12 areas of making across the primary age phase, making it a quality curriculum that, as noted above, is knowledge-rich and scaffolds skill-acquisition through guided participation.

As a note of caution, whilst the key stage 1 and 2 art curriculum features 12 areas of making, it contains only 1 unit (consisting of 5 lessons) for each of these areas. Taken wholesale, it does not cover every aspect of art, craft and design practice that might be possible or desirable to cover within the primary age range. Ideally, this curriculum is best supplemented by other learning activities both in and out of school, which we suggest includes visits to cultural institutions such as galleries and museums. Additionally, we would like to emphasise the potential for integrating artistic activities and ways of thinking across the primary curriculum to enhance learning in other subjects, such as the use of drawing as a tool for learning.

4. Inclusive and ambitious

This art, craft and design curriculum is inclusive in many ways. Content reflects the broad range of learning possibilities in the discipline across the 12 areas of making, suitably pitched to the age group. Lessons aim to be inclusive for all pupils in terms of interests and needs, with appropriate scaffolding; and the chosen artists, craft makers, architects, designers, and film-makers referred to within each unit reflects the cultural diversity of these creative practitioners to offer inspiration and celebrate difference.

5. Pupil engagement

Art, craft and design, as a primary school subject, is one that encompasses not only the physical skills of making. Children are also required to engage emotionally and socially as well as intellectually. In this way children will be taught the knowledge, skills and concepts that are particular to each of the processes they will encounter on this scheme, using pedagogy that is underpinned by holistic learning methods. Inclusive practice, that is advocated in these lessons, ensures that all units of work and lesson plans are focused on children's interests and experiences, therefore encouraging them to feel committed and enthused to learning in this area of the curriculum.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. They will engage in multisensory activities that will enable them to build long term memory, and through the teacher's use of open-ended questioning they will develop confidence in their own abilities and understanding of this subject area. Children will be expected to articulate their own learning both through dialogic practice as well personal reflection.

6. Motivation through learning

The units of work and lesson plans are designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. The units are designed to encourage teachers to enjoy learning alongside their pupils and to celebrate the element of surprise, as well as the individual outcomes that arise as a result. Learning in art, craft and design is a journey, for both pupil and teacher, and these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

7. A curriculum of quality

This art, craft and design curriculum ensures a breadth of experience, knowledge and skills across the primary age phase. It covers a wide range of processes across the years of a child's life whilst in primary education, making the content accessible and varied. It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme. With pupil progress at its heart, this scheme builds upon and revisits important processes, such as drawing. It utilises key learning opportunities to aid progression, placing Bruner's(1960) spiral curriculum as a framework. The lessons are designed to be both enjoyable and challenging at every level, with expected outcomes as diverse as the children themselves

8. Additional information about sequence

Units in each year group can be taught in the sequence AB or BA. As noted above, for mixed age classes, teachers can choose to deliver units within the appropriate key stage: Lower Key Stage 2 (Year 3 & 4) or Upper Key Stage 2 (Year 5 & 6). Furthermore, teachers can elect to deliver units from any age group where they feel the learning content and objectives are appropriate for their class, based on pupils' prior experience, interests, and ability.

9. Key stage 1 progress objectives

The tables below give additional information about each progress objective in the key stage 2 art curriculum: generating ideas, making, evaluating, and underpinning knowledge and understanding.

For each progress objective, you can see how that objective is developed across each of the key stage 2 art and design units.