

ART 2yr SUBJECT MAP for Ash class

KS1 Curriculum coverage	KS2 Curriculum coverage	LINKS
Painting Drawing (pencil and charcoal) Sculpture Collage	Painting Drawing (pencil and charcoal) Sculpture (including collage)	Within each cycle (A and B) 1x unit with RE link 1x unit with other subject link (Hist or Geog are often easiest) 1x mixed unit of 3 weeks linked to creative writing, 2 weeks linked to specific artist

		OUTCOME	TECHNIQUES (colour, pattern, line, texture, shape, form, space)	MATERIAL (pencil, charcoal, paint, tye-dye, fabric, clay, metal, wood, natural, etc)	SKILL <ul style="list-style-type: none"> • painting • drawing • sculpture 	KNOWLEDGE OF THE ARTIST	KEY DRIVER & VALUE	EMOTIONAL / SOCIAL ASPECTS	CROSS CURRICULAR LINK
A	1	Landscape painting	Colour, line, shape, form, space	Paint	Painting		Creativity	Self-esteem	Geography
	2	Salt dough decorations	Colour, texture	Paper, card, fabric	Sculpture		Creativity	Self-esteem	RE
	3	Drawing	Line, shape. Form, space	Pencil, chalk	Drawing, pointillism	Henry Rousseau Georgia O'Keefe	Creativity Widening horizons	Self-esteem	Geography Science
B	1	Silhouette pictures	Texture, form, space	Paper	Cutting and tearing	Pienkowski	Creativity Widening horizons	Self-esteem	English
	2	Collage	Texture, pattern	Paint, pencil, fabric	Painting, cutting and tearing	LS Lowry	Creativity Widening horizons	Self-esteem	Englsih
	3	Papier mache balloons	Texture, shape	Paper, paste	sculpture		Creativity	Self-esteem	History

DT 2yr SUBJECT MAP for Ash class

DT area	KS1	KS2	Curriculum Coverage in both Keystages	Skills (consider under Technical Knowledge)
Design	Drawings, templates, mock-ups	Drawings, templates, prototypes, cross sections, exploded diagrams, CAD Consider innovation and functionality	<ul style="list-style-type: none"> Materials (wood, metal, plastic) Ingredients Textile Aim that each year there is a Food DT 'unit'	Scissors, scoring knife, saw, sticking, joints & joining (corner plates, angles of corners, bolts, pins), shaping, hammer, drill....
Make	Materials, Ingredients, Textiles	Materials, Ingredients, Textiles		
Evaluate	Against design criteria	Against design criteria Consider how designers have shaped the world (e.g. domes, bridges, etc)		
Technical Knowledge	Strength and stiffness Levers, sliders, wheels, axles	Strength and stiffness Gears, pulleys, cams, levers, linkages, buzzers, bulbs, motors, switches Link to computing (programming)		
Food	Healthy diet Where food comes from	Healthy diet Savoury dishes with a range of cooking techniques Understand seasonality, processing, caught & reared		Cutting (different types of hold), mixing & blending, spreading, cooking, etc

		Outcome	Design	Make	Evaluate	Technical Knowledge	Material / Ingredient / Textile	Key Driver & Value	Emotional / Social	Cross-Curricular link
A	1	Feast food Salt dough decorations	Drawings	Ingredients Salt dough Cutters	Against design criteria	Cooking methods Tools	Ingredients	Creativity	Self-esteem Health & wellbeing	RE Topic
	2	Clay dinosaurs/ fossils	Drawings Templates	Clay	Against design criteria	Sculpture	Clay	Creativity	Self-esteem	History / Geography
	3	Moon buggy	Mock up	Wood, card	Against design criteria	Cutting, joining, wheels, axles	Wood, card, glue	Creativity	Self-esteem Motivation	Science
B	1	Teddy bears	Drawings	Materials Needles	Against design criteria	Sewing, cutting	Textiles	Creativity	Self-esteem Motivation	History
	2	Robot	Mock up	Card, textiles	Against design criteria	Levers, sliders joining	Card, string, split pins	Creativity	Self esteem	ICT
	3	Bread	Drawings	Ingredients	Against design criteria	Cooking methods	Ingredients	Creativity	Health & wellbeing	History

MUSIC 2yr SUBJECT MAP for Ash class

Musical areas to cover	Musical knowledge	KS1	KS2
<ul style="list-style-type: none"> Critical Enjoyment (give opinion based on musicality) Composition Musical Canon (wide range of types of music) Singing Learn an instrument (one per phase – KS1, LKS2, UKS2) Use technology for Music 	Pitch Duration Dynamics Tempo Timbre Texture Structure Musical Notation	<ul style="list-style-type: none"> Use voice expressively play tuned and untuned instrument listen to live and recorded music with critical enjoyment create / select / combine sounds 	<ul style="list-style-type: none"> perform with voice perform with tuned and untuned instruments improvise and compose listen with critical detail Staff and other musical notation history of music wide range of music

		SING & PERFORM (CLASS PRODUCTION)	COMPOSE (NOT WITH LEARNED INSTRUMENT)	LEARN AN INSTRUMENT	LISTENING / CRITICAL ENJOYMENT / MUSICAL CANNON	MUSICAL KNOWLEDGE	ICT	KEY DRIVERS AND VALUES	EMOTIONAL / SOCIAL	CROSS-CURRICULAR LINKS
A	1	Nativity performance	Singing	Voice	Singing	Pitch, rhythm, tempo	N/A	Creativity WAYS Unique achievement Language richness	Motivation Social skills	RE
	2	Animals (music Express) Small group performance	Using instruments to mimic animals	Untuned percussion	Listening Discussion	Pitch and rhythm	Use of IWB	Creativity Unique achievement	Managing feelings Self-awareness	Science
	3	Small group performance to rest of class	Rhymes and untuned percussion	Untuned percussion	Listening Different cultures	Rhythm and rhyme	Using IWB	Creativity Unique achievement	Managing feelings Self-awareness	Geography
B	1	Nativity performance	Singing	Voice	Singing	Pitch and rhythm	N/A	Creativity WAYS Unique achievement Language richness	Motivation Social skills	RE
	2	Machines (Music express)	Composition	Body percussion and untuned percussion	Listening Critical enjoyment	Rhythm Tempo Structure	N/A	Creativity WAYS Unique achievement Language richness	Motivation Social skills Self-awareness	Topic
	3	Storytime (Music Express)	Exploring sounds	Voice Untuned percussion	Singing Different types of music to suit story	Rhythm Rhyme Duration Tempo Texture	Short movies	Creativity WAYS Unique achievement Language richness	Motivation Social skills Self-awareness empathy	

GEOGRAPHY 2yr SUBJECT MAP for ASH class

GEOGRAPHICAL SKILLS	KS1 CURRICULUM	KS1 CURRICULUM
<ol style="list-style-type: none"> 1. Knowledge of place (location, names) 2. Physical characteristics (topography, weather) 3. Human characteristics (population, language) 4. Key processes (weather, river flow, formation of mountains, etc) – mainly KS2 5. Fieldwork skills (collect, analyse, communicate data) 6. Secondary Sources skills (maps, diagrams, globes, atlas, arial photos, tables and charts) 7. Geographical language 	<ul style="list-style-type: none"> • 7 continents and oceans • Equator, North & South poles • 4 countries of the UK • Detailed knowledge of one location of UK – usually local - (so can compare to a non-UK location) • Detailed knowledge of one non-UK location (so can compare to a UK location) • Seasonal weather in UK 	<ul style="list-style-type: none"> • UK location (fieldwork??) • European location • North or South American Location • Climate Zones • Biomes and Vegetation belts • Rivers (fieldwork??) • Mountains • Volcanoes • Water Cycle (fieldwork) • Maps, Grid References, Compass work

		CURRICULUM ASPECT	KNOWLEDGE OF PLACE	PHYSICAL CHARACTERISTICS	HUMAN CHARACTERISTICS	PROCESSES	FIELDWORK SKILLS	SECONDARY SOURCE SKILLS	KEY DRIVERS AND VALUES	EMOTIONAL & SOCIAL	CROSS – CURRICULAR LINKS
A	1	Continents and Oceans Land features	Location knowledge- The world	Land and sea	Buildings		Map work	Maps Globes Atlases	Widening horizons		Topic
	2	Equator Poles UK countries	UK	weather	Landmarks		Map work	Globe	Creativity		History
	3	Seasonal weather	UK	Weather patterns	Global warming	Weather	Data collection	Weather diary	Health Wellbeing		DT
B	1	Country comparison	UK + ?	Topography	Population	Land formation	Analysing data	Arial photos	Widening horizons		Science
	2	Hot and cold countries	Equator North and south poles	Weather	Population – how humans live	Weather	Communicate data	Photos Maps Globe	Widening horizons		Music (Rain dance)
	3	UK and surrounding seas. UK Capital cities	UK	Topography	Landmarks		Communicate data	Maps Atlases Charts	Language richness		Topic

HISTORY 2yr SUBJECT MAP for ASH class

HISTORICAL SKILLS	KS1 CURRICULUM	KS2 CURRICULUM
<ol style="list-style-type: none"> 1. British History 2. Non-British History – civilisations 3. Historical Vocabulary – empire, civilisations, peasantry, democracy, trade, food and farming, warfare, technology, clothing 4. Historical change – developments, causes 5. Historical enquiry – uses of primary and secondary resources 6. Link to wider events 	<ul style="list-style-type: none"> • Changes in living memory in natural life (toys, etc) • Great Fire of London • Flight • Local History (events, people) • Famous people 1 • Famous people 2 <p>Famous people = Florence Nightingale & Mary Seacole, Queen Elizabeth 1 and Queen Victoria, Columbus and Armstrong and Write Brothers</p>	<ul style="list-style-type: none"> • Britain Stone Age to Iron Age • Roman Empire (2 terms?) • Anglo Saxons / Scots • Vikings & Anglo Saxons during Edward Confessor • Local History • Victorians (2 terms?) • One of Egypt, Shang, Indus, Ancient Sumer (2 terms?) • Ancient Greece (2 terms?) • Islam AD900

		CURRICULUM	BRITISH	NON-BRITISH	HISTORICAL CHANGE	HISTORICAL ENQUIRY	LINK TO WIDER EVENTS	KEY DRIVERS AND VALUES	EMOTIONAL / SOCIAL	CROSS – CURRICULAR LINKS
A	1	Famous people	Brunel	Columbus	Developments	Internet Books Maps Atlases	World discovery	Widening horizons	Empathy	Geography
	2	Changes beyond living memory	Alexander graham Bell	Montgolfier Bros	Technology	Internet Books Maps Atlases	Changes in technology and transport	Widening horizons	Motivation	Art
	3	Local history	Wardour castle	N/A	English Civil War	Books Pamphlets Internet		Creativity	Empathy	English – Role play
B	1	Changes within living memory	Schools/ Toys		Toys	Internet Books Maps Atlases	Changes in education	Language richness	Self-awareness	DT
	2	Famous people	Shaw Bros	Wright Bros	Flight	Internet Books Maps Atlases	Changes in aviation	Widening horizons	Motivation	Topic
	3	Great fire	Samuel Pepys	N/A	Fire safety buildings		Fire brigade	Wellbeing	Empathy	Art