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Ethos College

Curriculum Planning

Thematic learning

Curriculum intent statement: Thematic

Intent:

Our thematic curriculum is designed to meet the diverse learning needs and styles of all pupils, supporting progress towards outcomes outlined in EHCPs, My Support Plans, and the Boxall Profile. Each unit combines a Geography or History focus with either Art or Design Technology, allowing pupils to explore meaningful real-world content through creative, hands-on and expressive learning experiences.

The curriculum is carefully sequenced and flexible, providing engaging contexts that inspire curiosity and deepen understanding. It supports the development of key skills across communication, enquiry, creativity and collaboration. SEMH development and character education are interwoven throughout to foster emotional literacy, resilience and personal growth.

Implementation:

Each unit is built around a shared theme (e.g. Home and Away, Going Places, Here Today, Gone Tomorrow), providing pupils with a coherent and

immersive learning journey. Pupils investigate historical or geographical contexts while expressing their understanding through visual arts or design-based outcomes.

Units are planned to include:

Hooks and experiential learning to spark engagement and encourage curiosity
Creative and practical tasks that reinforce subject knowledge and provide varied opportunities to apply skills
Scaffolded planning and making processes that support different abilities and learning styles
Opportunities to revisit and consolidate key ideas through reflection, sketchbooks, or evaluation
Cultural capital and career links, connecting learning to the wider world and future aspirations

Learning is adapted and differentiated, ensuring every pupil experience success and can participate meaningfully in all aspects of the curriculum.

Impact:

Through our thematic model, pupils:

- Develop deeper knowledge of the world through History and Geography
- Gain practical, expressive and reflective skills through Art and Design Technology
- Grow in confidence, independence and self-awareness
- Make meaningful links across subjects, improving engagement and retention
- Build a portfolio of work and experiences that celebrate achievement and support future transition

Pupils are supported not only to achieve academic success but also to make significant SEMH progress, equipping them with the life skills, confidence and creativity needed for their future pathways.

Thematic

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Enrichment opportunities	SEMH
Half Term 1: Who am I?	Geography Art	Geography: Lesson 1: What does a school need? - Each school has a name that tells it apart from others. - There are names for the different school buildings and parts of the grounds such as playground, field, etc. - The address of the school includes its name, the road, the suburb or village and possibly a town or city. - Maps and addresses tell us where a place is located. Lesson 2: Where is our local area? - Most local areas include geographical features such as houses, shops, places of worship and green spaces. - Digital maps can switch from aerial to map view to help identify the familiar features of the local area. - Locational language, maps, aerial images and fieldwork are used to identify and locate features in the local area. Lesson 3/4: What are the regions and counties of the UK - The countries of the UK are divided into smaller areas known as regions and counties. - Maps can be used to identify the size and	Geography: This geography unit, framed around the theme "Who am I?", invites pupils to explore how their sense of identity is shaped by the places they live, learn, and belong to. The lessons are structured to help children connect personal experience with wider geographical knowledge, moving from the familiar to the broader national context. This layered approach supports children in making meaningful links between self, place, and community. In Lesson 1: What does a school need?, pupils begin their journey of self-discovery by exploring their school environment—a central place in their daily lives. They learn how their school has a name, an address, and physical features that make it unique. Through this, children begin to understand that they are part of a specific place that helps define who they are. Lesson 2: Where is our local area? expands this sense of belonging by exploring the local area in which they live. Pupils investigate local landmarks, streets, green spaces, and buildings that form the backdrop of their everyday lives. By using maps, aerial images, and locational language, children begin to see how their environment contributes to their identity and experiences. In Lessons 3 and 4: What are the regions and counties of the UK?, pupils build on this by placing themselves within the wider context of the United Kingdom. They explore how the UK is divided into countries, regions, and counties, and locate where they live on a map. This helps children connect their personal identity to a	Careers and Industry Links Both the Geography and Art units introduce pupils to a range of real-world professions and industries that help shape our places, communities, and identities. Through hands-on experiences, fieldwork, and creative exploration, children begin to understand how their learning connects to potential future careers. Geography Careers Connections: Urban Planning & Architecture – Through studying buildings and features in their local area and in Leeds, pupils are introduced to how cities and communities are designed. Cartography & GIS (Geographic Information Systems) – Pupils use maps, aerial images, and digital tools, laying the foundation for spatial thinking used in modern mapping and data analysis careers. Environmental Science & Sustainability – Recognising human and physical features raises awareness of environmental change, green spaces, and land use—vital for future eco-conscious roles. Public Services & Community Work – Understanding the structure of communities encourages children to see how postal workers, emergency services, and civil servants rely on geography in their daily work. Art Careers Connections: Visual Arts & Illustration – Through mark-making and portrait work, children begin to	Geography Enrichment Opportunities 1. Local Area Walk & Mapping Trail Pupils explore the streets around school or their village/town to identify human and physical features. Use simple mapping tools or create their own illustrated maps. Invite local council members or community workers to discuss how the area has changed and who manages it. 2. Leeds City Visit (Fieldwork Focus) Guided visit to Leeds (as in your plan) with sketching, note-taking, and photography tasks.	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are: A. Giving purposeful attention B. Participating constructively C. Connects up experiences D. Showing insightful involvement E. Engaging connectively with peers Team Work – Working with others to explore ideas Communication - Communicate with a partner and make

		location of the UK's counties. - The United Kingdom is made up of England, Scotland, Wales and Northern Ireland Lesson 5: What are Human Physical and Physical Features? - Human features are things that are made by people and physical features occur naturally. - Human and physical features of the UK can be located using atlases and maps. - Digital maps of the UK can be annotated by adding labels and photographs to show significant features. Lesson 6: What is Life Like in Leeds? - Recognise different types of buildings in Leeds and their purposes - Identify human and physical geographical features in Leeds - Discuss the influence of these features on the lifestyle and development of Leeds Lesson 6: Leeds visit Lesson 7: Buildings and features of Leeds - Recognise different types of buildings in Leeds and their purposes - Identify human and physical geographical features in Leeds - Discuss the influence of these features on the lifestyle and development of Leeds Art: Lesson 1: How artists make marks - We can make marks using movements with our whole body, not just our hands. - Different drawing tools and media are used by	national one—understanding that who they are is also linked to where they are from. Lesson 5: What are Human and Physical Features? deepens pupils' understanding of the environments that shape them. By distinguishing between human-made and natural features, pupils consider how these elements influence the way people live and interact with places. They explore how the landscape around them contributes to the character of their home and community. In Lessons 6 and 7: What is Life Like in Leeds?, pupils focus on the city of Leeds—a major urban centre in their region. They investigate its buildings, people, and landscapes, and explore how these features have helped shape the lives of those who live there. The visit to Leeds offers a real-world connection, allowing pupils to see how the geography of the city links to their own lives and experiences. Throughout this unit, the overarching question “Who am I?” guides reflection and discovery. Geography becomes more than map reading—it becomes a way of understanding identity. Pupils learn that their sense of self is deeply connected to place: the school they go to, the streets they walk, the region they live in, and the landscapes they experience. This unit fosters a strong sense of belonging, pride, and awareness of the broader world pupils are a part of. Art: This art unit is designed to support pupils in exploring their personal identity through creative expression, as part of a wider theme: “Who am I?” Through a carefully sequenced series of lessons, pupils develop foundational drawing and mark-making skills, build an understanding of portraiture, and use photography and mixed media to express their sense of self. The unit combines practical skill-building with emotional literacy and self-awareness, offering all learners meaningful ways to explore who they are as individuals. In Lesson 1: How artists make marks, pupils are introduced to the concept of mark-making as a form of self-expression. They experiment with different drawing tools and body movements, laying the groundwork for	explore the skills that illustrators, designers, and artists use to communicate visually. Photography & Media – Editing and composing portrait photographs links directly to careers in photography, film, advertising, and digital content creation. Fashion & Identity Design – Creating identity mood boards introduces concepts of self-branding and aesthetic choices, which connect to creative careers in styling, branding, and marketing. Art Therapy & Mental Health – Expressive art activities encourage children to recognise how art can be used to understand emotions, a concept foundational to roles in therapy and wellbeing industries.  Cultural Capital These units intentionally build children's cultural capital by exposing them to knowledge, experiences, and environments that broaden their understanding of the world—and their place in it. In Geography, pupils: Visit and explore Leeds, developing awareness of their local region's history, architecture, diversity, and economy. Learn place-based vocabulary and national geography, helping them locate themselves in the wider UK context. Understand how communities' function—what makes a neighbourhood or city thrive—and how they are connected to national identity. In Art, pupils: Study portraiture, helping them explore how individuals express identity across time and culture. Engage with a range of tools and media, reflecting artistic practices across cultures and historical periods.	Link to features like architecture, transport, rivers, green spaces, and cultural sites.  Art Enrichment Opportunities 1. Portrait Gallery Tour (In-School or Visit) Visit a local or national gallery (or use a virtual tour) to view portraits across time and culture. Focus on diversity, identity, and artistic style. Follow up with reflective sketching or creating a class “Portrait Wall” celebrating uniqueness 2. Outdoor Mark-Making Experience Take mark-making outside using natural objects (twigs, leaves, chalk, charcoal). Encourage large-scale body movement to explore marks that reflect emotions or environments.	decisions about their own work Building Confidence – Performing to others Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.
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		artists to make marks. This is called mark-making. 3. We can explore using media with different drawing tools in unusual ways to create interesting marks. Lesson 2: Expressive mark-making 1. Know that marks can tell a story or trace a journey 2. Know that we can use our marks to explain a feeling or emotion 3. Know how to recognise, identify and explore the possibilities of a range of drawing tools and drawing media Lesson 3: Profile portraits in art 1. A portrait is a picture of a person and it focuses on their face and expression. 2. Common features of a portrait include eyes, nose, mouth, ears and hair, chin, eyebrows, neck, shoulders. 3. A profile portrait is a recording of a person's face or head from a side view. Lesson 4: Draw a profile portrait in art 1. There are different proportions when drawing a face. 2. A profile portrait can be drawn using different lines and shapes. 3. Sketching using light lines helps mistakes to be corrected easily. 4. Shading light and dark areas of the face makes a portrait look realistic. Lesson 5: Take and edit a portrait photograph 1. Focusing on lighting, framing, and expression makes sure the subject stands out. 2. Editing involves cropping, adjusting brightness and contrast.	understanding that creative choices can reflect mood, intention, and personality. This helps pupils realise that “who I am” can be shown in how they move and draw. Lesson 2: Expressive mark-making deepens this connection between emotion and art. Pupils explore how lines, textures, and gestures can represent feelings or memories. They learn that even abstract marks have meaning and can be used to tell personal stories, helping them see drawing as a form of communication and identity-building. In Lessons 3 and 4: Profile portraits in art, the focus turns toward representing the self—more literally. Pupils study the features and proportions of the face and learn to draw profile portraits. This helps them observe their own and others’ appearances closely, encouraging self-reflection and an appreciation for uniqueness. Sketching, shading, and proportion are taught at an age-appropriate level to ensure all pupils can access the task. Lesson 5: Take and edit a portrait photograph gives pupils the opportunity to explore identity through digital media. They learn how lighting, framing, and facial expression contribute to the message of a photograph, and how editing can highlight aspects of personality. This lesson builds confidence in using visual storytelling to represent the self. In Lesson 6, pupils consolidate their learning in two linked activities: Creating an identity mood board, where they collect colours, textures, images, and words that represent their personal interests, feelings, and background. Producing a self-portrait that draws on the skills learned throughout the unit—from expressive mark-making to photography and realistic portrait drawing. By the end of the unit, pupils will have explored multiple ways of answering the question “Who am I?” through visual language. They will have created personal, expressive, and observational artworks that represent not only what they look like, but also how they feel and how they see themselves in the world. The unit supports a diverse range of learners by offering both guided skill-building	Build confidence in self-expression, understanding that visual communication is a valued form of storytelling and identity across global cultures. Together, these units give children the opportunity to reflect on the essential question “Who am I?” while also learning about who they could become. By linking learning to real places, people, professions, and cultural practices, pupils develop a richer understanding of themselves and the world around them	3. “This is Me” Art Exhibition Showcase pupils’ self-portraits, mood boards, and photography in a school gallery. Include short written reflections (or audio recordings) explaining how the work expresses their identity. Invite families and the local community to attend.	
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		3. To show the subject's personality in the photograph, you can give directions to how they pose. Lesson 6: Create an identity mood board - Coming soon Lesson 6: Create a self portrait	and opportunities for creative freedom, ensuring every child can find their own voice through art.			
Half Term 2: Bubbles, Bangs and Burning	History Design Technology	History Lesson 1: The outbreak of War - The Second World War broke out in 1939 when Nazi Germany invaded Poland. - Having promised to defend Poland, Britain and France declared war on Nazi Germany. - When war was declared, many men and women joined the armed forces. - The war lasted six years and brought about significant changes for many people. - The Second World War has been seen as a turning point because the changes it brought were decisive and permanent. Lesson 2: Women in the armed forces - Before the Second World War, women were expected to take care of domestic matters rather than working. - If women did work, they were mainly employed in shops, domestic service or nursing - jobs thought to be 'women's jobs'. - In December 1941, women were conscripted for the first time in British history; they could now do 'men's jobs'.	History This history unit, framed around the theme "Bubbles, Bangs and Burning," invites pupils to explore how the Second World War became a dramatic turning point in British history. Through stories of growth, shock, and transformation, pupils examine how ordinary lives were affected by extraordinary events. The unit uses the metaphors of bubbles (rapid change and rising tensions), bangs (conflict and impact), and burning (loss, resilience, and rebuilding) to help children understand the scale and significance of the war. By the end of the unit, pupils will understand how the war reshaped British society, values, and identity. In Lesson 1: The outbreak of war, pupils are introduced to the global conflict that began in 1939. They explore the reasons Britain entered the war and how this decision marked the start of a long and difficult period of change. Pupils learn that when war was declared, many lives were immediately transformed—men and women joined the armed forces, and families faced uncertainty. The idea of a "bang" is used here to represent the sudden and far-reaching impact of the war's beginning. Lesson 2: Women in the armed forces introduces pupils to one of the major social shifts brought on by the war. Pupils examine how women, previously expected to stay in domestic roles, entered the workforce and armed services in unprecedented numbers. This "bubble" of opportunity and necessity allowed women to take on jobs traditionally held by men, such as factory work and service in the WAAF, ATS, and WRNS. Pupils explore	 Careers and Industry Links Both the History and Design Technology units introduce pupils to a wide range of real-world professions and industries connected to significant historical events and engineering challenges. Through hands-on activities, investigation, and creative design, children begin to see how their learning links to future careers and societal contributions. History Careers Connections: Historians & Museum Curators – Pupils explore how researchers and curators uncover, preserve, and share stories from the past, including those from the Second World War. Archivists & Authors – Learning about wartime propaganda and personal experiences connects to careers in documenting and communicating history. Armed Forces & Emergency Services – Understanding the roles of men and women in wartime introduces children to careers in defence, nursing, and public safety. Social Scientists & Cultural Researchers – Pupils investigate how societies change during global conflicts, providing foundations for work in social history and cultural studies. Design Technology Careers Connections: Civil & Structural Engineers – Designing and building bridges and shelters develops skills linked to planning, constructing, and testing safe structures.	 History Enrichment Opportunities Visit to Eden Camp Pupils explore artefacts, uniforms, and wartime stories firsthand. Engage with interactive exhibits or guided tours focused on the Second World War and home front experiences. Invite veterans or local historians to share personal stories and answer questions. Propaganda Poster Workshop Pupils create their own wartime-style propaganda posters using authentic slogans and design techniques. Discuss the impact of visual media on public opinion and morale. Display posters in a school exhibition or community space. Evacuation Role-Play Day Simulate the experience of evacuation by assigning roles and creating "evacuee" passports. Explore emotions and challenges faced by children sent from cities to the countryside. Include a visit to a local farm or rural area if possible to deepen the experience.	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are: A. Giving purposeful attention B. Participating constructively C. Connects up experiences D. Showing insightful involvement E. Engaging connectively with peers Team Work – Working with others to explore ideas Communication - Communicate

	4. Women worked in munitions, aircraft and tank factories, in shipbuilding or farming. 5. Women also joined the armed forces as part of the WAAF, ATS or WRNS. Lesson 3: Propaganda 1. Identify the purpose and types of propaganda used during WWII 2. Explain the methods used to disseminate propaganda and their effectiveness 3. Analyse the impact of propaganda on public opinion and morale during the war Lesson 4: A global war fought by an imperial army 1. The Second World War was fought across Europe, Africa, Asia, and the Middle East. 2. During the war, soldiers from all over the British Empire and Commonwealth fought against Nazi Germany and their allies. 3. Before the war, most people in Britain would only rarely travel abroad or meet people from other countries. 4. With large numbers of British soldiers mixing with Empire and Commonwealth troops this changed. 5. In Britain itself, many people travelled from across the Empire to assist the war effort, bringing ethnic diversity. Lesson 5: Bombing and evacuation 1. The Second World War saw mass bombing campaigns against British civilians for the first time. 2. Nazi Germany targeted British cities in 1940-1941, hoping to destroy British industry and morale.	how these changes began to challenge long-standing ideas about gender roles in society. In Lesson 3: Propaganda, pupils explore how the government used persuasive messages to influence public opinion and morale. They investigate posters, radio broadcasts, and film clips used during the war and analyse their purposes and impact. This lesson links to both the “bang” of wartime urgency and the “bubble” of national unity and belief being carefully shaped through information. Pupils consider how emotions, values, and loyalty were manipulated during times of crisis. Lesson 4: A global war fought by an imperial army expands the story beyond Britain. Pupils learn that people from across the British Empire and Commonwealth contributed to the war effort. They explore how this brought diversity to Britain and gave many British people their first exposure to different cultures and countries. This lesson captures the idea of a “bubble” bursting—the previously narrow view of Britain’s place in the world widened, and pupils reflect on how global cooperation shaped British identity. In Lesson 5: Bombing and evacuation, pupils focus on how ordinary people, especially children, experienced the direct effects of war. They learn about the bombing of cities during the Blitz and the evacuation of children to the countryside. This lesson connects strongly to the theme of “burning,” both literally and emotionally, as pupils consider the destruction caused by air raids and the personal upheaval of evacuation. Pupils also explore how these experiences created lasting memories and changed lives forever. In Lesson 6: How experiences differed during the Second World War encourages pupils to bring together knowledge from previous lessons to understand the war’s varied impact. They explore how men, women, and children all experienced the conflict differently. The lesson helps pupils recognise that while not everyone was affected in the same way, the war acted as a turning point for the whole of society. This reflective lesson deepens pupils’ understanding of change and resilience in history. In Lesson 7: The ways in which Britain changed after the Second World War, pupils consider	Architects & Product Designers – Pupils learn how creative ideas are generated and realised, reflecting careers that combine innovation and practical design. Construction & Manufacturing Workers – Exploring materials and testing strength introduces the importance of durability and precision in building industries. STEM Technicians & Innovators – Hands-on problem-solving fosters skills essential in science, technology, engineering, and maths careers.  Cultural Capital These units build pupils’ cultural capital by exposing them to key historical moments and engineering principles that have shaped modern life and society. In History, pupils: Learn about the global impact of the Second World War, including the diverse people who contributed to the war effort from across the British Empire and Commonwealth. Reflect on social changes, such as women’s expanded roles and migration, that influenced contemporary British identity. Develop empathy and understanding of resilience through stories of evacuation, conflict, and rebuilding. In Design Technology, pupils: Connect with Britain’s wartime heritage by exploring Anderson shelters and their design, linking history with engineering. Develop practical skills in making, testing, and improving structures, which build confidence and creativity. Appreciate how innovation and collaboration solve real-world problems, preparing them for future challenges in technology and design.	 Design Technology Enrichment Opportunities Visit to a Local Construction Site or Engineering Workshop Pupils observe professionals working on bridges, buildings, or infrastructure projects. Learn about materials, tools, and safety procedures in real-world settings. Encourage questions and hands-on demonstrations where safe and possible. STEM Challenge Day: Build a Strong Structure Collaborate with local STEM organisations to run workshops where pupils design and build bridges or shelters using recycled materials. Test and compare designs for strength and stability. Introduce problem-solving under time constraints and teamwork skills. Guest Speaker: Engineer or Architect Visit Invite a civil engineer, architect, or designer to talk about their career and the projects they work on. Show examples of real bridges, shelters, or buildings. Discuss the importance of creativity, maths, and science in their work.	with a partner and make decisions about their own work Building Confidence – Performing to others Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.
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- 3. The government had prepared for this by evacuating many children away from the cities the moment the war started.
- 4. For many city children, this was the first time they had been to the countryside, seen farm animals or eaten vegetables.
- 5. For many children, away from home for so long, returning to their old lives and families in the city was very difficult.

Lesson 6: How experiences differed during the Second World War

- 1. During the Second World War the experiences of men, women and children differed greatly.
- 2. However, the great changes that the Second World War brought about affected a large number of people.
- 3. Because of the global nature of the war British people were exposed to unfamiliar places, cultures and ways of life.
- 4. The Second World War was a turning point for many women and for children because it changed their lives forever.
- 5. A strong explanation of why WWII was a turning point in many ways will reference knowledge from across this unit.

Lesson 7: The ways in which Britain changed after the Second World War

- 1. Britain changed in a number of ways following the Second World War; most of these were permanent and major changes.
- 2. Diversity increased with the arrival of the Windrush Generation, although

the long-term impact of the war. They explore how migration, new technology, and cultural shifts reshaped British life in the post-war years. From the arrival of the Windrush Generation to the rise of new inventions and the Baby Boomer generation, this lesson ties together the “burning” of old ways and the “bubbling” emergence of a new, more diverse society. Pupils use knowledge from across the unit to explain why the Second World War was a true turning point in British history.

Throughout this unit, the theme “Bubbles, Bangs and Burning” helps pupils connect events, experiences, and changes in powerful and memorable ways. Pupils learn that history is not just about what happened, but how people’s lives were changed by those events. This unit encourages reflection, empathy, and curiosity—giving pupils a deeper understanding of how conflict and change shape the world we live in today.

Design Technology

This Design Technology unit, framed around the theme “Building Strong Structures,” invites pupils to explore the principles of stability, strength, and design through hands-on investigation and creative problem-solving. The lessons are structured to develop pupils’ understanding of how different shapes and materials work together to create strong bridges and shelters. This practical, enquiry-led approach encourages children to think like engineers and designers as they plan, build, test, and improve their own structures.

In Lesson 1: Exploring bridge structures, pupils begin by experimenting with construction kits to create mock-ups of bridges. They discover how different shapes, especially triangles and arches, affect strength and stability. Through trial and error, pupils learn that building models helps develop better designs, and they start to understand the purpose of a design brief, which clearly defines the problem they need to solve.

Lesson 2: Reinforcing bridge structures focuses on strengthening techniques using simple materials like paper and card. Pupils learn how folding can transform flat materials into sturdy, three-dimensional shapes, with an emphasis on the strength of folded triangles. Accurate folding using tools such as rulers helps

Together, these units give children the chance to understand how history and technology shape the world and their place within it. By linking learning to careers, industries, and cultural experiences, pupils develop a deeper sense of identity, possibility, and responsibility for the future.

- many migrants faced a lot of discrimination.
3. Changing technology was a turning point in the lives of some women and many British households.
 4. A great deal of social and cultural change took place with the influence of the 'Baby Boomer' generation.
 5. A good explanation of why this period was a turning point in British history will use knowledge from across this unit.

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Lesson 1: Exploring bridge structures

1. Experimenting with mock-ups helps develop designs.
2. Construction kit blocks can be used to create bridge mock-ups.
3. Bridges are made of different shapes.
4. Construction kits can be used to make and test triangles and arches for strength and stability.
5. A design brief explains the problem we need to solve.

Lesson 2: Reinforcing bridge structures

1. Paper and card can be folded in different ways to form structures.
2. Folded triangle shapes are strong.
3. A ruler can fold paper or card neatly and accurately to increase strength.

Lesson 3: Generate ideas through talking and 2D drawing

1. Ideas come from inspiration often by looking at the work of other designers.
2. Ideas come from talking with others.
3. Ideas come from drawing.

Lesson 4: Make, test and evaluate bridges

increase the durability of their models, building practical skills in precision and craftsmanship.

In Lesson 3: Generate ideas through talking and 2D drawing, pupils explore the early stages of the design process. They learn how inspiration can come from looking at other designers' work, discussing ideas with others, and drawing their own plans. This lesson supports pupils in expressing and developing their creative ideas before making models, highlighting the importance of collaboration and communication in design.

Lesson 4: Make, test and evaluate bridges guides pupils through the building and testing phase. They apply their knowledge of shapes and materials to construct bridges that are stable and strong enough to hold weight. Pupils carry out tests to check functionality and safety, learning that evaluation is a crucial part of design. This hands-on lesson helps children understand how engineering decisions affect real-world outcomes.

In Lesson 5: Make, test and evaluate Anderson shelters, pupils transfer their knowledge of structure principles to design and build a model Anderson shelter. They identify key features of these historic shelters and their purposes during wartime, then create their own simple designs using framing techniques. Testing the shelters helps pupils appreciate how design choices impact safety and durability, linking historical context with practical engineering skills.

Throughout this unit, the overarching theme "Building Strong Structures" encourages pupils to combine creativity, investigation, and problem-solving. They learn that successful design relies on careful planning, understanding materials and shapes, and continual testing and improvement. This unit fosters curiosity and confidence in engineering, inspiring pupils to see how technology helps solve everyday challenges.

		1. A bridge must be stable to hold weight 2. Materials used in bridges need to be strong and durable 3. The shape of a structure can affect its strength, with triangles providing stability 4. Testing is important to ensure a bridge's safety and functionality Lesson 4: Make, test and evaluate Anderson Shelters 1. Identify features of Anderson shelters and their purpose 2. Design a simple Anderson shelter using frame principles 3. Build a model of an Anderson shelter with provided materials 4. Testing is important to ensure an Anderson shelters safety and functionality				
Half Term 3: Here Today, Gone Tomorrow	Geography Art	Lesson 1: Introduction to seasons 1. We have seasons because Earth is tilted on its axis as it orbits the Sun each year. 2. Each season has its own weather patterns and we can use weather data to talk about this. 3. When the North Pole is tilted away from the Sun, UK days have fewer hours of daylight, are colder, and it's winter. 4. When the North Pole is tilted towards the Sun, UK days have more hours of daylight, are warmer, and it's summer.	Geography This geography unit, framed around the theme "Here Today, Gone Tomorrow", introduces pupils to the dynamic systems of our planet—how Earth's tilt, rotation, and climate shape our world—and how environmental conditions can change over time. The lessons are designed to help children understand the fragility and resilience of different places and ecosystems, encouraging them to consider how people and nature adapt to, survive in, or are affected by change. In Lesson 1: Introduction to Seasons, pupils explore how seasonal changes are caused by the Earth's tilt and orbit around the Sun. They learn that daylight hours and temperatures vary throughout the year and affect how we live. Using weather data and simple observations, pupils begin to understand that	 Careers and Industry Links Both the Geography and Art units explore the concept of change in the natural world—how things we take for granted today may not last forever. This helps pupils develop critical awareness of their environment, while introducing them to creative and scientific roles that deal with environmental change, design, and interpretation of landscapes and climate.  Geography Careers Connections – “Here Today, Gone Tomorrow” Climate, biomes, seasons, and global awareness: Environmental Science & Conservation – Exploring biomes and climate zones builds understanding of fragile ecosystems and endangered environments, introducing roles such as ecologists, marine biologists, and conservation officers. Climate Research & Meteorology – Studying the Earth's tilt, climate patterns, and weather data connects directly to careers in climate science, meteorology, and disaster management.	 Geography Enrichment Opportunities Theme: Climate Zones, Biomes, and Life in the Arctic Create a Climate & Biomes Discovery Zone (In-School Workshop) Set up themed zones in the classroom for rainforest, desert, tundra, and temperate forest. Use sensory elements (textures, smells, visuals) and include key facts, images, and artefacts. Invite a local climate scientist or wildlife expert to talk about how	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are: A. Giving purposeful attention B. Participating constructively

		Lesson 2: Introduction to climate - The Earth rotates on a tilted axis as it orbits the sun. - The sun's energy is more concentrated near the Equator and spread out over a larger area near the poles. - Average temperature across the Earth is related to how far from the Equator a place is located. - Climate is the average pattern of weather taken over a period of time, usually 30 years. - Some areas of the world share a similar climate; we call these climate zones. Lesson 3: Using lines of latitude to locate the main climate zones - Lines of latitude can help us understand the location of climate zones. - Climate zones cross over national and international boundaries and also lie within them. - Average temperature is a clue to identifying climate zones. - Latitude and altitude are both related to climate zones. Lesson 4: The differences between climate zones and biomes - Some areas within a climate zone have similar plants and animals; we call this a biome. - Biomes have a spatial pattern that can be mapped. - Key biomes of the world include rainforest, savannah, desert,	change is a natural and expected part of our environment. Lesson 2: Introduction to Climate builds on this by exploring how longer-term weather patterns, or climates, vary across the globe. Pupils learn that climate is shaped by Earth's position relative to the sun, and that areas near the Equator are warmer, while areas near the poles are colder. They begin to appreciate how the climate influences the types of environments people and animals live in, and how those conditions may shift over time. In Lesson 3: Using Lines of Latitude to Locate Climate Zones, pupils use geographical tools like maps and latitude lines to identify global climate zones. They explore how temperature and elevation affect climate, and how this knowledge helps predict environmental patterns. Pupils begin to recognise that climate zones are not fixed—changes in temperature and rainfall can shift these zones over time. Lesson 4: The Differences Between Climate Zones and Biomes introduces the idea that within each climate zone there are biomes—natural regions defined by the life that thrives there. Pupils investigate key biomes like rainforest, tundra, and desert, and reflect on how these ecosystems are vulnerable to environmental change. They begin to see that human activity, natural disasters, and global warming can threaten places that were once stable—hence, “here today, gone tomorrow.” In Lessons 5 and 6: Living in the Arctic, pupils apply their learning through a focused case study of Greenland. They explore how people and wildlife adapt to the extreme climate of the Arctic, and compare these conditions to life in the UK. Through this comparison, pupils reflect on the pressures facing polar environments today—melting ice, changing wildlife habitats, and the impact of global warming. Throughout this unit, the theme “Here Today, Gone Tomorrow” encourages pupils to see the natural world as both powerful and vulnerable. They develop a sense of stewardship and curiosity, learning to interpret maps, data, and real-life case studies. Ultimately, this unit helps children understand that the environments we live in are constantly evolving—and that we all	Geographical Information Systems (GIS) & Mapping – Using latitude and weather data fosters spatial thinking, laying foundations for roles in digital mapping, urban planning, and environmental monitoring. Sustainable Development & Arctic Research – Learning about life in the Arctic and global diversity introduces pupils to how cultures adapt to extreme climates, linking to careers in research, international development, and policy. 🎨 Art Careers Connections – “Here Today, Gone Tomorrow” Seasonal colour, mood, nature and time-based art: Fine Art & Painting – Colour mixing, tints, and techniques reflect the work of painters and illustrators who capture seasonal landscapes and time-based changes. Set Design & Visual Storytelling – Exploring how colour creates mood, especially through triptychs and palettes, links to careers in theatre, film, and visual storytelling. Environmental Art & Land Art – The unit's focus on seasons and impermanence mirrors the work of artists like Andy Goldsworthy, showing how nature can be both subject and medium—connecting to installation art, sculpture, and eco-art practices. Graphic Design & Creative Direction – Planning compositions and understanding colour psychology prepares students for creative careers where communication through visual elements is key. 🧠 Cultural Capital These units enrich pupils' understanding of the world and their place in it. They promote critical thinking, empathy, and appreciation of both cultural diversity and environmental fragility—essential in a changing global society. 🌍 In Geography, pupils: Develop a sense of global citizenship by learning about diverse environments, such as the Arctic and rainforest, and how people adapt to change. Build vocabulary and concepts related to climate, biomes, latitude, and ecosystems—gaining tools to discuss environmental justice and sustainability. Explore how human activity affects the planet, encouraging them to consider their own impact and the role of responsible stewardship. 🎨 In Art, pupils:	ecosystems are changing over time. Weather Station & Seasonal Data Project Pupils collect daily weather data (temperature, rainfall, cloud cover) over a term and create graphs. Compare this to historic averages using Met Office or BBC Weather archives. Link to careers in meteorology and climate science. "A Day in the Arctic" Cultural Immersion Day Explore Arctic culture through clothing, food, language, housing, and storytelling. Use maps and VR (if available) to explore the landscape. Include Inuit myths and Arctic survival stories to spark cross-curricular links with literacy. Visit to a Science or Natural History Museum Focus on exhibits that explore climate change, Earth science, or biodiversity (e.g., Leeds Discovery Centre, Yorkshire Museum). Offer a scavenger hunt worksheet aligned to key learning outcomes (e.g., What is a biome? What animals live in a tundra?). 🎨 Art Enrichment Opportunities Theme: Colour, Seasons, and Environmental Art Seasonal Colour Walk & Sketching Safari	C. Connects up experiences D. Showing insightful involvement E. Engaging connectively with peers Team Work – Working with others to explore ideas Communication - Communicate with a partner and make decisions about their own work Building Confidence – Performing to others Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs;
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	temperate forest and tundra.	have a role in protecting what might otherwise be lost.				
	Lesson 5: Living in the Arctic - The differences between climate zones and biomes - Greenland is the largest non-continent island in the world, and nearly 80,000 people live there. - Greenland is part of the Kingdom of Denmark, in Europe, but is geographically part of the North America continent. - Because Greenlanders need to live by the coast, fishing is important. Fish and seal are the main catches. - Houses are often made from stone, concrete and corrugated metal as few trees grow there.	Art This art unit, taught through the lens of “Here Today, Gone Tomorrow”, helps pupils explore the fleeting nature of seasons, the transformation of landscapes, and the emotional power of colour. Through mixing, planning and painting, children learn to express the beauty and impermanence of our natural world, while developing confidence with artistic vocabulary, techniques, and reflection. This unit sits alongside their geography learning, deepening their appreciation of how Earth changes—and how artists respond to those changes visually and emotionally. In Lesson 1: Mixing Secondary Colours – Spring Greens, children begin by experimenting with colour mixing, discovering how vibrant greens can be made from primary colours. These greens reflect the sense of renewal and growth that comes with spring—a season that feels abundant but quickly gives way to summer. Children learn how to control paint and understand the emotional qualities different greens can evoke. Lesson 2: Mixing Secondary Colours – Autumn Oranges builds on this by introducing warm, earthy tones that reflect seasonal change and decay. Children create autumnal hues through colour glazes and various tools, exploring how the natural world shifts and fades—an important link to the “gone tomorrow” theme. This lesson invites reflection on nature’s rhythms and our emotional response to them. In Lesson 3: Mixing Secondary Colours – Summer Purples, pupils develop their understanding of tints and shades. They use blending to create rich purples that represent the height of summer. The concept of light and dark—adding white or black—helps children explore how colours can change mood and story, showing how light shifts over time and how things may brighten or fade. Lesson 4: Hot and Cold Colours introduces colour theory, helping children see how artists can use warm and cool palettes to communicate time, temperature, and emotional atmosphere. They explore how	Reflect on how artists capture moments in time—such as the shift of seasons—and how these fleeting experiences can be expressed visually.	Gain confidence in using colour theory and composition as a means of storytelling and emotional expression.	Appreciate that art can be a response to environmental or social change—providing not just decoration, but commentary and reflection.	Together, these units encourage pupils to ask: “What do we value in our world—and how do we respond when it starts to disappear?” By linking knowledge to real-world careers, cultural practices, and global issues, pupils build a richer understanding of what it means to live in a constantly changing world—and how they can be part of shaping its future.
	Lesson 6: Living in the Arctic - Identify differences in climate between the Arctic and the UK. - Describe the unique wildlife found in the Arctic compared to the UK. - Compare geographical features of the Arctic and the UK					
	Art Lesson 1: Mixing secondary colours: Spring Greens - Know that we can make new colours when we mix two primary colours together. - Know the names of the primary and secondary colours. - Know how to mix a range of greens using primary colours.					
	Lesson 2: Mixing secondary colours: Autumn Oranges					

1. Know that orange is a secondary colour, made from two primary colours.
2. We are able to mix hues of oranges using primary colours.
3. We can colour mix using glazes.
4. We can control paint with a variety of conventional and unconventional painting tools.

Lesson 3: Mixing secondary colours: Summer Purples

1. We are able to mix a range of purples using primary colours.
2. Artists can mix colours on paper using blending.
3. We can add white to make tints of colour, making a colour lighter.
4. We can add black to make shades of colour, making a colour darker.

Lesson 4: Hot and Cold colours

1. Know that a hot colour palette includes yellow, orange and red.
2. Know that a cold colour palette includes green, purple and blue.
3. Know that tints and shades can be used to extend a palette of colour, and that these can affect our mood or feeling.

Lesson 5: Paint the seasons: plan a colourful work

1. Know that artists can take inspiration from the colours we might find within each season.
2. Know that other artists might have a different opinion to you.
3. Know that a triptych is made from three sections or panels.
4. Know that artists can plan for an artwork with the colours that they select and combine.

colours affect perception—whether representing a glowing sunset or an icy dawn—and link these feelings to the shifting climate and seasons, reinforcing the idea that the world is constantly in motion.

In Lesson 5: Paint the Seasons – Plan a Colourful Work, pupils reflect on what they've learned to plan their own seasonal artwork. Drawing inspiration from other artists and their own environment, they consider how to tell a story across a triptych—a three-part artwork. The idea of representing change across panels mirrors the theme of transformation over time: a visual journey through what is here today, and potentially gone tomorrow.

Lesson 6: Painting the Seasons brings together technical skills and imaginative planning as pupils complete their seasonal triptychs. They apply their knowledge of colour mixing, blending, and palette choice to visually represent how the world around them changes. Through evaluation, they learn how artists use reflection to evolve and improve, just as nature itself is in a constant state of transformation.

Across this unit, children grow in their artistic confidence and visual literacy. They gain insight into how colour and seasons can tell powerful stories about time, change, and emotion. Through the "Here Today, Gone Tomorrow" theme, they understand that both nature and art are in constant conversation—shaped by what we see, feel, and might one day lose.

Georgia O'Keeffe (natural forms), or Olafur Eliasson (climate art).

Pupils respond with their own interpretations using selected seasonal palettes.

		Lesson 6: Painting the seasons 1. Know that each panel within a triptych can tell part of a story and should be connected. 2. Know that artists can choose from a wide range of painting techniques. 3. Know that artists evaluate their artwork to help them improve over time.				
Half Term 4: New Beginnings	History Design Technology	History Lesson 1: Roman Timeline 1. Identify major Roman events in Britain and place them in order. 2. Explain the significance of each event on British history. 3. Create a visual timeline illustrating these events. Lesson 2: Roman invasion of Britain 1. Emperor Claudius ordered the invasion of Britain in 43 CE to secure his position as emperor. 2. The invasion was very successful due to the strengths of the Ancient Roman army. 3. Ancient Roman legionaries were highly trained, well equipped and disciplined soldiers. 4. The legionaries used superior tactics alongside fort building to defeat the British tribes. Lesson 3: Boudica's rebellion against Roman rule 1. Despite the Ancient Romans' initial success in the south, other British Celts resisted the further Roman campaigns. 2. While some kings, like Caratacus, were crushed,	History This history unit, taught through the lens of "New Beginnings", helps pupils explore how the Roman invasion of Britain marked a profound turning point in British history. Children investigate how this period of transformation introduced new ideas, power structures, buildings, and belief systems—while also recognising the resistance and resilience of the people already living in Britain. Through engaging historical enquiry, timeline construction, and evidence interpretation, children learn how civilisations grow and how change—whether welcomed or not—can shape who we become. In Lesson 1: Roman Timeline, pupils begin by placing key Roman events in chronological order, building an understanding of how change unfolded over time. They examine pivotal milestones such as the invasion of 43 CE and the spread of Roman culture, and explore the broader story of how Britain moved from a land of tribes to a Roman province. This timeline acts as a foundation to see how new beginnings often follow disruption or ambition. In Lesson 2: Roman Invasion of Britain, pupils explore why Emperor Claudius sought to invade and how the powerful Roman army made conquest possible. They learn that new beginnings often involve conflict and power shifts, and they begin to examine how military strategy, discipline, and organisation helped Rome reshape Britain. Lesson 3: Boudica's Rebellion adds complexity to the narrative. Pupils meet Boudica—a	Careers and Industry Links Both the History and Design & Technology units immerse pupils in real-world professions and industries that reflect the dynamic process of innovation, craftsmanship, and cultural storytelling across time. History Careers Connections: Archaeology & Museum Work – Pupils explore Roman Britain's history, architecture, and artefacts, connecting to careers that involve excavating, preserving, and interpreting ancient sites and objects. Historians & Researchers – Investigating key events like the Roman invasion or Boudica's rebellion introduces children to how historians analyze evidence and build narratives about the past. Heritage & Tourism Management – Learning about Roman towns and buildings offers insight into how cultural heritage is preserved and shared through tourism, education, and conservation. Education & Public History – Sharing stories of New Beginnings, such as the Roman impact on Britain, connects to careers in teaching and community outreach. Design & Technology Careers Connections: Product Design & Engineering – Planning and building shields helps children understand the design process—from ideation to prototype testing—a skill central to careers in product development, industrial design, and engineering. Materials Science & Craftsmanship – Exploring different materials and construction techniques reflects work in materials technology, metalworking, and traditional crafts. Military Technology & Safety Equipment Design – The study of Roman shields and their tactical uses links to	History and Design & Technology Enrichment Opportunities Royal Armouries' Boudica Workshop Pupils engage with interactive sessions focused on Boudica's rebellion, exploring Roman and Celtic warfare, culture, and leadership. Hands-on experience with replica weapons and armour to understand Roman military tactics and Celtic resistance. Opportunity to ask experts about Roman Britain and the significance of Boudica's uprising. Link directly to learning about Roman invasion,	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are: A. Giving purposeful attention B. Participating constructively C. Connects up experiences D. Showing insightful involvement E. Engaging connectively with peers Team Work – Working with others to explore ideas Communication - Communicate

		others chose to become client rulers to avoid bloodshed. - Boudica was the queen of the Iceni tribe in East Anglia; she rebelled and destroyed Colchester and London. - Boudica united with other tribes in southern England and outnumbered the Ancient Roman Legions that marched to meet her. - Despite her numerical advantage, Boudica's army was defeated by superior Ancient Roman tactics and her rebellion ended. Lesson 4: How far religion changed under Roman rule - Like the Ancient Romans, whose beliefs had been influenced by the Ancient Greeks, the Celtic people were polytheistic. - In Britain, the Ancient Romans introduced their own gods and wiped out the druids (Celtic religious leaders) in 60CE. - Elsewhere the Ancient Romans were tolerant of Celtic religion, allowing it to continue alongside some of their gods. - Evidence shows us that religious change was slow, and often in combination with existing beliefs. Lesson 5: The buildings of Roman Britain - Celtic buildings were usually thatched, wattle and daub roundhouses. - Archaeologists can look at the remains of buildings to construct arguments about the impact of the Romans in Britain. - Evidence of North African Roman soldiers has been found at Hadrian's Wall, a major Ancient Roman architectural feature.	powerful leader who resisted change and fought to protect her people's way of life. Through her story, children reflect on how not all new beginnings are accepted. Some are resisted, fiercely and bravely, and pupils begin to consider that history is not only made by those who win, but also by those who challenge power. In Lesson 4: How Far Religion Changed Under Roman Rule, children learn that belief systems can evolve through contact with other cultures. They explore how Roman and Celtic religions merged in some places and clashed in others, showing how spiritual life was not simply replaced—but remade. New beginnings in religion were often slow and layered, revealing the complexity of cultural change. Lesson 5: Roman Buildings invites children to explore architectural change—from Celtic roundhouses to grand Roman villas and baths. Using archaeological evidence, pupils see how bricks, roads, mosaics, and hypocausts signalled the dawn of a new way of living. They reflect on how material culture reflects broader societal shifts. In Lesson 6: Roman Towns, pupils dive deeper into daily life in Roman Britain. They learn how Roman towns like Cirencester introduced new ways of organising space—grids, forums, aqueducts, and amphitheatres—creating urban centres that forever changed how people lived, traded, and connected. Finally, in Lesson 7: Changes to Life in Roman Britain, pupils bring all their learning together. They examine how religion, economy, and daily habits were transformed—and how some changes were embraced while others were resisted. Pupils consider the experience of ordinary people: what was gained, what was lost, and how new beginnings rarely come without complexity. Across this unit, pupils develop historical perspective, critical thinking, and empathy. Through the theme of "New Beginnings", they understand that change—whether sudden or slow—can redefine nations, beliefs, and identities. By studying Roman Britain, children see how cultures collide, blend, and rebuild—often leaving legacies that stretch far into the future.	modern roles in protective equipment design and defense industries. Creative Industries & Visual Communication – Designing and decorating shields taps into graphic design, branding, and storytelling careers where visuals communicate identity and purpose.  Cultural Capital These units enrich pupils' cultural capital by deepening their understanding of how historical and technological advances shape society, identity, and community. In History, pupils: Discover how the Roman Empire's arrival marked a profound New Beginning for Britain, influencing language, governance, infrastructure, and daily life. Learn about diverse perspectives, including the resistance of Boudica and the integration of Celtic and Roman religions, fostering empathy and appreciation for cultural complexity. Explore the legacies of ancient architecture and urban planning, linking the past with the landscapes and cities they live in today. In Design & Technology, pupils: Experience the design thinking process by recreating Roman shields, gaining hands-on insight into how form, function, and symbolism are combined in meaningful objects. Understand craftsmanship traditions and the importance of material knowledge, encouraging respect for skilled trades and innovation. Reflect on how objects tell stories and represent identity, connecting personal creativity to cultural heritage. Together, these units inspire pupils to see themselves as part of an ongoing story of change, innovation, and cultural exchange—equipping them with knowledge and skills that extend beyond the classroom and into their futures.	rebellion, and shield design. Murton Park – Living History Experience A trip to Murton Park offers an immersive visit to a recreated Roman fort and village. Children can see reconstructions of Roman buildings, roads, and fortifications. Participate in activities such as pottery making, shield crafting, and dressing in Roman costume. Connects to lessons about Roman towns, settlement, and everyday life, as well as Design & Technology shield building. Visit to the Royal Armouries Museum (Leeds or Tower of London) Explore a vast collection of historical arms and armour, including Roman shields and weapons.	with a partner and make decisions about their own work Building Confidence – Performing to others Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.
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		4. Caerwent, Trimontium and Bath are all places that have examples of the sorts of architecture the Ancient Romans built. 5. Rich Ancient Romans built villas in the British countryside with expensive mosaics and hypocaust systems for heating. Lesson 6: Towns in Roman Britain 1. The largest settlements built by the Celts were small hillforts. 2. The Ancient Romans introduced towns, connected by roads across Britain. 3. Cirencester (Corinium Dobunorum) was Roman Britain's second largest town. 4. Towns like Cirencester were designed in grids with the forum in the centre and some had aqueducts. 5. Some big towns like Cirencester had amphitheatres which were used for public entertainment. Lesson 8: The changes to life brought about by Roman settlement 1. Many Celtic people adopted Ancient Roman ways of life, but some resisted. 2. Ancient Roman religions were adopted in Britain but often overlapped with older beliefs. 3. Ancient Roman town building created major urban centres for the first time, connected by paved roads. 4. Roman settlement meant that people and goods from many countries travelled to Britain e.g. the Ivory Bangle Lady.	Design Technology This Design and Technology unit, taught through the theme of "New Beginnings", encourages pupils to step into the role of young engineers, designers, and historians as they explore how objects—like shields—can symbolise identity, protection, and innovation. Linking closely with their History learning about the Roman Empire, this unit invites children to investigate the evolution of shield design through time, with a focus on Roman craftsmanship, creativity, and battlefield function. Pupils develop hands-on making skills, reflect on the link between form and function, and understand how each innovation in design marks a new beginning in how people solve problems and tell their stories. In Lessons 1 & 2: Plan, Build, Test and Evaluate Different Shields, children begin by studying the variety of shields used across different cultures and time periods. They consider the purpose of these objects—not just for defence, but also for identification, intimidation, and symbolism. Pupils sketch their own shield designs and explore material choices before building prototypes. Through testing and evaluating, they begin to understand how successful design always starts with thoughtful planning—and how each improvement leads to a fresh beginning. Lesson 3: Introduction to Roman Shields and Battle Tactics builds historical and technical understanding. Children explore the Roman scutum, its materials, and the tactical role it played in formations like the testudo (tortoise). They compare it with other shields across cultures, discovering how innovation in design often comes from responding to new needs—like conquering vast territories or withstanding enemy fire. Pupils reflect on how designs can offer both protection and power, physically and psychologically. In Lesson 4: Plan and Build a Roman Shield, pupils become historical designers. Using what they've learned, they begin to plan a Roman-style shield using features inspired by real examples—curved fronts, metal bosses, and decorative motifs. This process mirrors the way Roman engineers themselves adapted and refined their creations. Pupils are encouraged to think about function and		Opportunity to study real artefacts, enhancing understanding of materials, design, and craftsmanship. Museum workshops or guided tours focused on ancient warfare and protective equipment. Local Archaeological Site Visit or Virtual Tour Explore nearby Roman ruins or use online virtual tours of Hadrian's Wall, Bath, or Caerwent. Pupils investigate how archaeological evidence shapes historical knowledge. Supports understanding of Roman urban planning and cultural exchange. Shield-Making Workshop with a Local Artist or Craftsperson Invite a skilled maker to demonstrate traditional and modern crafting techniques.	
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5. Many aspects of life changed for people in Britain, and resistance to Ancient Roman rule and culture varied.

Design Technology

Lesson 1/2: Plan, build, test and evaluate different shields

1. Identify historical shield designs and their purposes
2. Plan and sketch a shield design using chosen materials
3. Construct and test the functionality of the shield

Lesson 3: Introduction to Roman shields and battle tactics

1. Identify the key features and materials used in Roman shield design.
2. Explain the role of Roman shields in battle tactics.
3. Compare Roman shields with other historical shields.

Lesson 4: Plan and build a Roman shield

1. Identify different types of historical shields and their purposes
2. Design a Roman shield using historical references
3. Construct a Roman shield using appropriate materials

Lesson 5: Plan and build a Roman shield

1. Roman shields, known as scutum, were used for protection in battles
2. Shields had a curved shape to deflect blows
3. Designs on shields represented different Roman legions

aesthetics: What will make their shield effective in "battle"? What message does the design communicate?

Lesson 5: Construct and Decorate the Roman Shield allows children to bring their full design vision to life. They use cutting, assembling, and decorating skills to complete their scutum, learning about craftsmanship and attention to detail. Pupils consider the symbolism of their shield art—whether it represents a fictional legion or something personal. Just like Roman soldiers, their shield becomes part of their identity: a marker of belonging and purpose.

Across this unit, children deepen their understanding of how past technologies shape future innovation. They develop problem-solving skills, resilience through testing and iteration, and pride in their work. Through the lens of "New Beginnings", pupils recognise that every design—whether for war or peace—marks a fresh attempt to improve, protect, and express. As they craft their own Roman shields, they walk in the footsteps of ancient makers and imagine the possibilities for their own future inventions.

Pupils learn about materials, tools, and design processes.

Link with the DT unit's focus on planning, building, and evaluating shields.

Storytelling and Drama Session: Voices of Roman Britain
Use drama to bring history alive, acting out key moments like the Roman invasion or Boudica's rebellion.

Encourages empathy and deeper engagement with historical figures and events.

Can culminate in a class performance or presentation.

These enrichment activities bring the "New Beginnings" theme to life by connecting pupils directly with history, craftsmanship, and culture. They provide memorable, hands-on learning that enhances both historical

		- Materials like wood and leather were traditionally used - Understanding historical context enhances design accuracy Lesson 6: Test Roman shields - Roman shields were designed for protection and tactical advantage in warfare. - Testing the effectiveness of a shield involves assessing its durability and functionality.			understanding and practical skills.	
Half Term 5: Home and Away belongs.	Geography Art	Lesson 1: Using maps to locate the countries of Europe - Europe extends from the Atlantic Ocean (west) to Asia (east), to Arctic Circle (north) to the Mediterranean Sea (south). - Atlas maps and a globe can be used to identify the location of countries in Europe. Lesson 2: Weather and climate in the UK and Europe - The climate in the UK and Europe is seasonal and very varied. - Southern areas of Europe around the Mediterranean are mild in winter and hot in summer, and attract a lot of tourists. - The west of Europe receives more rainfall than the east of Europe because it is close to the Atlantic Ocean. Lesson 3: Major cities in the UK and Europe - Each European country has a capital city. - Some major cities in Europe have global importance. - The locations and features of European cities can be investigated using a wide range of resources, atlases and maps. Lesson 4: Physical features in the UK and Europe	Geography This geography unit, framed by the theme "Home and Away", invites pupils to explore their local environment (home) in relation to the wider continent of Europe (away). Pupils develop map skills, investigate climate and physical landscapes, and consider human geography across different places. Through comparing the UK with other European countries, children gain a sense of belonging and understand the diversity and connections that shape people's experiences both near and far. In Lesson 1: Using Maps to Locate the Countries of Europe, pupils build foundational skills with atlases and globes to identify Europe's countries and geographical boundaries. This supports their spatial awareness of home (UK) within a broader European context—recognising the connections and distinctions between "here" and "away." Lesson 2: Weather and Climate in the UK and Europe explores the varied climates across Europe, from mild Mediterranean winters to wetter Atlantic-influenced regions. Pupils learn how location affects weather patterns and seasonal changes, deepening their understanding of the environments people live in both at home and away. In Lesson 3: Major Cities in the UK and Europe, pupils investigate key urban centres, understanding that cities vary in size, role, and global importance. This lesson highlights the	 Careers and Industry Links Both the Geography and Art units under the theme Home and Away provide pupils with real-world connections to careers, industries, and cultural experiences that stretch beyond the classroom. Through investigation, creativity, and global exploration, children see how their learning links to travel, tourism, design, and communication fields. Geography Careers Connections: Cartographers & GIS Technicians – Pupils explore how maps are created, read, and used to navigate the world, introducing them to careers in geographic data and spatial analysis. Meteorologists & Climate Scientists – By studying weather and climate patterns across Europe, children consider how forecasting and climate research impact everyday life and environmental planning. Urban Planners & Civil Engineers – Investigating cities and infrastructure helps children understand careers that shape how people live and move through urban environments. Travel & Tourism Professionals – Pupils explore how physical and human features attract visitors, connecting to roles in hospitality, tourism marketing, and eco-tourism. Cultural Analysts & Social Researchers – Studying regional identities and cultural landmarks introduces	 Geography Enrichment Activities (Home and Away) European Travel Fair (Classroom or Hall Event) Pupils work in groups to research and present a European country through interactive displays, food tastings, music, and cultural facts. They can create travel brochures, maps, and short presentations to "sell" their destination. Virtual European City Tours Use tools like Google Earth or YouTube virtual walking tours to explore major European cities (e.g. Rome, Paris, Berlin). Pupils can compare landmarks, infrastructure, and climate. Meteorologist for a Day Students collect and compare weather data from cities across Europe over a week and present forecasts using weather maps. This links to careers in climate science and journalism. Postcards from Europe Pupils write imaginative postcards from a European location, including physical and	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are: A. Giving purposeful attention B. Participating constructively C. Connects up experiences D. Showing insightful involvement E. Engaging connectively with peers Team Work – Working with others to explore ideas

		1. Atlas maps can be used to investigate the key physical features of the UK and Europe. 2. Europe has a diverse range of physical geographical features such as mountains and rivers. 3. The Alps and the Pyrenees are major mountain ranges in Europe. 4. Europe is home to some major rivers including the Volga, the Danube and the Rhine. 5. The Mediterranean Sea and Atlantic Ocean both border countries in Europe but are very different in size and character. Lesson 5: Human features in the UK and Europe 1. The UK and Europe has diverse human geographical features (cities, road and rail networks, types of farming and industry). 2. The key human features of the UK and Europe can be investigated using a wide range of resources, atlases and maps. 3. Comparing physical and human maps can reveal spatial patterns. Lesson 6: Tourism in the UK and Europe 1. Countries in the UK and Europe are popular tourist destinations for different reasons. 2. Physical features such as mountains and coastlines attract many tourists each year. 3. Tourism can provide many economic benefits but can have environmental problems. Lesson 6: Create a tourism brochure for a UK or European city 1. Explore the key features and attractions of a chosen city	human side of geography, comparing the familiar cities close to home with dynamic European capitals and hubs. Lesson 4: Physical Features in the UK and Europe focuses on Europe's diverse landscapes, from mountain ranges like the Alps to major rivers such as the Danube. Pupils use maps to connect physical geography to place identity, appreciating natural features that shape lives and cultures across the continent. Lesson 5: Human Features in the UK and Europe develops awareness of human geography, including settlement patterns, transport networks, and land use. By comparing physical and human maps, pupils explore how environments and people interact differently "at home" and "away." Lesson 6: Tourism in the UK and Europe introduces the economic and environmental impact of tourism, encouraging pupils to think critically about why people travel and how tourism shapes places they know and places far away. This lesson connects cultural capital and economic geography through real-world examples. Finally, pupils apply their learning in creating a Tourism Brochure for a UK or European city. This creative project fosters research, organisation, and design skills, while deepening their appreciation of diverse places and how they are represented to others—bridging the theme of "Home and Away" through storytelling and visual communication. This unit supports pupils to understand their place in the world, developing practical map and research skills alongside a curiosity for the diverse environments and cultures found both near their homes and across Europe. The "Home and Away" theme encourages them to see connections and celebrate differences, fostering empathy and global awareness. Art This art unit, taught through the theme "Home and Away", introduces children to the bold, expressive world of Pop Art—an art movement	pupils to careers focused on international relations, anthropology, and intercultural communication. Art Careers Connections: Graphic Designers & Illustrators – Pupils study the bold, communicative style of Pop Art and apply this in their own pieces, reflecting careers where visual impact and creativity are key. Art Historians & Museum Curators – Exploring the origins and cultural impact of Pop Art connects children with careers in curation, conservation, and the academic study of art movements. Advertising Executives & Product Designers – By researching visual branding and commercial art, pupils develop an understanding of how artistic skills support marketing and product development. Content Creators & Digital Artists – Pupils use sketchbooks and mixed media, echoing workflows used in creative industries including social media, animation, and online design.  Cultural Capital These units expand pupils' cultural horizons by giving them access to global places, artworks, and human experiences. Pupils develop a deeper appreciation of the world and the role creativity and geography play in connecting people across borders. In Geography, pupils: Learn about the physical and human geography of countries across Europe, helping them understand place, identity, and global interdependence. Explore how tourism shapes economies and communities, preparing them to think critically about sustainable travel. Gain knowledge of diverse cultures, landscapes, and lifestyles—building a sense of belonging and curiosity about the wider world. In Art, pupils:	human features they've learned. This builds empathy and spatial awareness. 5. Map Quest Challenge Set up a scavenger hunt using atlases and digital maps where pupils solve geography-based clues to discover cities, rivers, and mountain ranges in Europe. 6. School Visit or Online Talk Invite a travel journalist, geographer, or local tour operator to talk about their job and experiences in Europe.  Art Enrichment Activities (Pop Art – Home and Away) 1. Pop Art Gallery Walk Transform your classroom into a Pop Art gallery featuring student work alongside reproductions of Warhol, Lichtenstein, and others. Pupils can lead "tours" of their work. 2. Create a Pop Art Travel Poster Children design bold, colourful posters advertising a European destination, using Pop Art techniques such as bold outlines, dots, and collage. 3. Digital Pop Art Use digital art tools (e.g. iPads or free online apps like Pixlr or Photopea) to turn photos of local places into Pop Art images. This introduces children to graphic design careers. 4. Artist-in-Residence or Gallery Visit Invite a local graphic designer or pop artist to run a workshop—or arrange a visit to a local art gallery with modern or	Communication - Communicate with a partner and make decisions about their own work Building Confidence – Performing to others Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.
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		2. Gather and organise information from various sources 3. Design and create a travel brochure for the city Art Lesson 1: The history of Pop Art Lesson 2: Pop Art: in depth artist study Lesson 3: Sketchbook idea development: thinking through sketching Lesson 4: Pop art: finding sources and researching an idea Lesson 5: Develop a Pop Art piece Lesson 6: Pop Art: realise a final outcome	rooted in everyday objects, popular culture, and mass media. It encourages pupils to explore how artists respond to the world around them, both personal and global, and how familiar things from "home" can be reimagined through the lens of creativity and commentary. The theme supports children in understanding how art travels across borders—culturally and stylistically—while also emerging from local contexts. In Lesson 1: The History of Pop Art, pupils are introduced to the origins of the movement in the 1950s and 60s, comparing British and American Pop Art. They explore how artists like Richard Hamilton and Andy Warhol responded to the world around them, using imagery from advertising, comic books, and packaging. This lays the foundation for thinking about how art reflects both local ("home") and global ("away") ideas. Lesson 2: Pop Art – In-Depth Artist Study dives deeper into the life and work of one or two key Pop Artists. Pupils critically examine how these artists used colour, repetition, and composition to communicate ideas about consumerism, fame, and identity—unpacking how their work reflects both their personal experiences and wider cultural influences from around the world. In Lesson 3: Sketchbook Idea Development – Thinking Through Sketching, pupils begin their own creative journey. Using their sketchbooks, they reflect on their own environment and interests, drawing from both "home" inspirations (favourite foods, local brands, daily routines) and wider "away" influences (global media, music, fashion). They are encouraged to make mistakes, experiment freely, and think visually. Lesson 4: Pop Art – Finding Sources and Researching an Idea challenges pupils to gather and select imagery for their own Pop Art design. They analyse how found images and media can be turned into bold compositions, echoing the way Pop Artists sourced material from newspapers, TV, and supermarkets. Pupils balance personal relevance with visual impact—blending home-based familiarity with global iconography. In Lesson 5: Develop a Pop Art Piece, children move from sketchbook to larger-scale	Discover the history of Pop Art and its international reach, from New York to London, and how art reflects contemporary life and consumer culture. Explore how place, culture, and identity influence artistic style and message. Use visual language to express personal perspectives, building confidence in communication and self-expression. Together, these units enable pupils to explore the theme Home and Away through both analytical and creative lenses. By linking their learning to industries and real-world experiences, children develop a clearer understanding of their potential futures—and the global world they belong to.	commercial art exhibitions. 5. Cultural Object Study Provide everyday objects from different countries (e.g. a croissant, Roman helmet, Eiffel Tower keyring) and have pupils create Pop Art versions using stylised techniques. 6. Class Mural: 'Home and Away' Create a collaborative mural showing iconic imagery from the UK and Europe in a Pop Art style—combining national identity, travel, and creativity.	
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			composition. They learn how to layer colour, repeat shapes, and incorporate text—all hallmarks of Pop Art. Their choices are guided by their earlier research, and they begin to build a piece that expresses both who they are and the world they inhabit. Finally, in Lesson 6: Pop Art – Realise a Final Outcome, pupils complete their artwork and reflect on the choices they've made. They consider how their finished piece communicates ideas of identity, culture, and everyday life—connecting personal (home) expression with broader (away) artistic traditions. Throughout this unit, pupils build visual literacy, independence, and confidence in creative decision-making. The Home and Away theme frames their work in a way that values their own experiences while encouraging them to think globally—about how art is influenced by and reflects the changing world around them. In doing so, they understand that art is both a personal expression and a dialogue with the wider cultural landscape.			
Half Term 6: Going Places	History Design Technology	History Lesson 1: Ancient Greece's location and history 1. Ancient Greece was in the eastern Mediterranean and at its peak spread to other parts of Europe, Africa and Asia. 2. Greece is mountainous with thousands of islands, leading to many smaller states making up Ancient Greece. 3. The Ancient Greek civilisation began c. 900 BCE and lasted until roughly 31 BCE. 4. By 750 BCE, it had colonies in Italy and Sicily but the decline of Ancient Greece coincided with the rise of the Romans. 5. Ancient Greek civilisation developed after the Sumerian, Egyptian, Indus and Shang civilisations.	This history unit, taught through the theme of "Going Places", invites pupils to journey across time and space as they explore the complexity, culture, and legacy of Ancient Greece. Through deep investigation of geographical context, myth, democracy, conflict, and everyday life, children begin to understand how a civilisation that was once divided by mountains and seas still managed to shape the world. By comparing city-states and thinking critically about sources, pupils learn how historians go places mentally—across sources, stories, and perspectives—to make sense of the past. In lesson 1, pupils start by mapping the physical geography of Ancient Greece, gaining insight into how its mountainous terrain and scattered islands created independent city-states. They learn how Ancient Greece developed over time and across borders, spreading to parts of Europe, Africa and Asia. This lays the foundation for understanding how people, ideas, and influence travel. In lesson 2, The City-State of Athens is explored as a bustling hub of democracy, debate, and trade. Pupils examine how geography influenced Athenian life and how the roles of citizens, women, and enslaved people were shaped by economy and culture. This begins a	 Careers and Industry Links Both the Geography and Art units offer pupils meaningful insight into the real-world industries and professions that involve travel, communication, creative expression, and cultural understanding. These units help pupils see that learning about places—whether through maps or masks—can lead to diverse and exciting career pathways. Geography Careers Connections: Cartographers & GIS Specialists – Pupils use atlases and maps to understand the world, linking to modern roles that involve digital mapping and spatial data. Travel Writers & Broadcasters – Exploring weather, cities, and tourism connects to careers in travel journalism, documentaries, and media. Urban Planners & Environmental Consultants – Studying human and physical geography helps children see how professionals design sustainable cities and manage natural environments.	 Geography Enrichment: Travel, Cities & Cultures 1. Visit to the Royal Geographical Society (or virtual workshops) Explore how geographers work today—from mapping climate change to understanding migration. Links to careers in geography, cartography, global development, and environmental research. 2. Virtual exchange or letter writing with a partner school in Europe Encourages real connections with peers abroad, supporting cultural awareness and language development. Supports understanding of human geography and modern communication.	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are: A. Giving purposeful attention B. Participating constructively C. Connects up experiences D. Showing insightful involvement

		Lesson 2: The city state of Athens - The land around Athens was hard to farm. Athenians imported lots of food and built a seafaring trading society. - By 431 BCE the important city state of Athens was a democracy; Athenians debated and voted on laws in the Assembly. - Men had duties; they had to obey the laws, serve in the army, help run the city, pay taxes and serve on juries. - Women were expected to stay at home and do housework; they cleaned, cooked and wove cloth. - About 100,000 enslaved people made up about a third of the population and almost every home had at least one. Lesson 3: Sparta's rivalry with Athens - Sparta was very different to Athens. Sparta conquered nearby Messenia to gain farmland. - Sparta's government was a council of 30 men: 28 elders who limited the power of two kings, who led the army. - Between 431-404 BCE Sparta fought the Peloponnesian War against Athens to win power over Greece, with Sparta winning. - Women and enslaved people did all the rest of the work; women could own land but could not vote. - Spartan culture was militaristic; boys left home at an early age to train for the army which they only left aged 60. Lesson 4: What Greek myths can tell us about Ancient Greece - The Greeks had many gods and goddesses and lots of stories and myths that surrounded them. - The Ancient Greeks believed in 12 major gods	conversation about who "goes places" in society—and who is held back. In lesson 3, pupils compare Athens with its military rival Sparta. They explore differences in values, government, and lifestyle, and understand how competition and conflict can drive historical change. The Peloponnesian War shows how control over land and power can be a driving force behind "going places" in both a literal and metaphorical sense. In lesson 4, pupils dive into the world of myth to explore what stories reveal about belief, nature, and human behaviour. They learn how myths like Persephone and the Moirai reflect ideas of transformation, destiny, and the human journey—echoing how societies make sense of where they've been and where they're going. In lesson 5: pupils study the structure and features of Greek polises, identifying key similarities that unified Greek identity, despite their political independence. They explore temples, gymnasiums, marketplaces, and theatres—physical spaces that show how ideas and culture were exchanged as people moved through them. In Lesson 6, pupils reflect on the knowledge they've built, exploring how historians "travel" across evidence to piece together life in Ancient Greece. They are encouraged to make generalisations, consider complexity, and form their own interpretations, understanding that history is not a fixed destination but an ongoing intellectual journey. This art unit, developed under the theme "Going Places", invites pupils on a creative and cultural journey through the world of masks. By researching, designing, constructing, and decorating masks, pupils travel across continents, traditions, and histories—exploring how different societies express identity, ritual, and storytelling through art. Through hands-on sculpture and design, children develop technical skills while deepening their understanding of art as a vehicle for communication and cultural exploration. In Lesson 1, pupils begin by investigating the cultural significance of masks around the world, from ceremonial African masks to	Tourism & Hospitality Professionals – Creating brochures and learning about travel links to jobs in destination marketing, hotel management, and tour guiding. Art Careers Connections: Set & Costume Designers – Exploring mask-making and cultural design traditions mirrors how professionals create visual identities in film, theatre, and performance. Product & Fashion Designers – Learning how surface decoration, structure, and culture influence design connects directly to industries in wearable art and innovation. Sculptors & Installation Artists – Working with Modroc and card construction introduces pupils to hands-on 3D creative processes used in galleries and public art. Museum Curators & Cultural Heritage Officers – Studying the global significance of masks prepares pupils for work that protects and presents world cultures.  Cultural Capital These Going Places units enrich pupils' cultural capital by developing knowledge, curiosity, and appreciation for the wider world—both its physical landscapes and its creative traditions. In Geography, pupils: Develop a broad understanding of Europe's geography, cities, weather, and tourist destinations, helping them recognise cultural and environmental diversity. Gain insight into how physical and human geography interact to shape people's lives and opportunities across the continent. Build confidence in using tools like atlases and maps—skills essential for navigating the world independently.	3. Guided tour of a major UK city (e.g. York, Leeds, London) Pupils identify human and physical features, investigate transport systems, and see tourist attractions firsthand. Helps bring brochure-writing and city comparisons to life. 4. Visit or virtual session with a travel writer, airline rep, or hotel manager Links tourism to real jobs in writing, media, hospitality, and international logistics. Inspires future aspirations through storytelling and career Q&A.  Art Enrichment: Culture, Craft & Creativity 1. Mask-making workshop at a local museum or cultural centre Focus on African, Asian, or Indigenous mask traditions (e.g. Horniman Museum, World Museum Liverpool). Deepens cultural capital and shows how art connects to ritual, identity, and heritage. 2. Artist in residence (mask designer or sculptor) Pupils work with a visiting artist to develop and refine their mask designs using professional materials and techniques. Shows how careers in the arts begin with experimentation, planning, and bold ideas. 3. Visit to a local gallery with a focus on sculpture	E. Engaging connectively with peers Team Work – Working with others to explore ideas Communication - Communicate with a partner and make decisions about their own work Building Confidence – Performing to others Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and
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		and goddesses who lived on Mount Olympus. Greek Gods were associated with different things, e.g. Hera, Queen of the Gods, was associated with marriage and family. 4. The popular myth of Persephone and the Underworld shows us how the Ancient Greeks explained the change of the seasons. 5. Another myth concerned the Moirai, the Fates, which suggests the Ancient Greeks believed in a type of natural order. Lesson 5: The city-states of Ancient Greece 1. Ancient Greece was made up of many city-states (polises) like Athens, Sparta and Corinth. 2. All the Greek polises spoke the same language and worshipped the same gods; they had a shared culture. 3. Although all polises were different, they had some similarities such as the agora, a big marketplace. 4. In each polis, a temple was built at the highest point of the city (the acropolis). 5. Each polis also had a gymnasium for men to exercise in, and a theatre where plays were performed. Lesson 6: What we know about Ancient Greece 1. Ancient Greece was a varied collection of different city-states and people with many differences between them. 2. However, there were many similarities in their culture e.g. common myths, religion, the existence of enslaved people. 3. Historians try to make generalisations about the	dramatic Venetian designs. They create a mood board to gather imagery, textures, and symbols—learning how visual inspiration is collected and organised. This stage helps pupils understand that art can originate from many places, and that every design has a journey behind it. In Lesson 2, building on their research, pupils explore how historical and cultural sources influence creative ideas. They learn to design a mask with intention—combining observation, experimentation, and symbolic meaning. Labelling their designs strengthens their ability to communicate purpose and process, mirroring how designers in the real world present their ideas to others. In lesson 3: pupils develop practical construction skills using card to model their ideas. They experiment with cutting, folding, and attaching methods to produce strong, three-dimensional forms. As they build, they refine problem-solving and precision—essential qualities for going places in the world of sculpture and design. In lesson 4, pupils bring their designs to life using Modroc, learning how to shape, layer, and mould for strength and detail. They develop a tactile understanding of texture and form, exploring how physical materials can transform flat ideas into expressive artworks. This lesson reinforces how sculptors bring emotion and narrative into three-dimensional space. In lesson 5, the final stage, pupils enhance their masks through decorative choices—adding colour, texture, and symbolic elements. They consider how different materials and patterns convey meaning, linking back to cultural themes. This celebration of diversity and design echoes the idea that through art, we can travel across cultures, ideas, and time.	In Art, pupils: Explore global traditions of mask-making, connecting to rituals, beliefs, and expressions from different continents and historical periods. Learn to design with meaning, drawing on cultural stories and symbols to inspire their creativity. Gain an appreciation for how art is used worldwide to communicate identity, celebrate heritage, and tell stories. Together, these units prepare children to go places both literally and figuratively—by opening up pathways to future careers and helping them become culturally aware, creative, and confident global citizens.	or global art (e.g. The Hepworth, Yorkshire Sculpture Park) Explore how 3D artwork is curated and presented to the public. Links to museum roles, curation, installation art, and arts education. 4. Workshop with a theatre prop or costume designer Connects mask-making to real-world performance arts. Demonstrates how creativity, research, and function come together in design careers.	conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.
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- places and people they investigate.
4. Historians cannot always include everything they know about a place or a people in their accounts.
 5. A good explanation of what best represents what Ancient Greece was like will use knowledge from across this unit.

Art

Lesson 1: Mask designs: research and mood board

1. Masks can have cultural, ceremonial, or artistic purposes.
2. Different cultures have unique mask designs and symbols.
3. A mood board is a visual tool to collect and arrange ideas and inspiration.

Lesson 2: Design a mask using sources

1. Masks have cultural, historical and functional significance, often used in rituals, performances, or protection.
2. Sources, such as cultural artifacts or historical examples, can inspire creative designs.
3. A good design process involves observing, experimenting and refining ideas.
4. Labeling a design helps communicate ideas effectively.

Lesson 3: Sculpture: card construction techniques

1. Card construction techniques are essential for creating stable and visually dynamic 3D structures.
2. Experimentation with techniques leads to better

- problem-solving and creative possibilities.
3. Being precise with measuring and cutting improves the structure and stability of 3D structures.
 - 4.

Lesson 4: Mask construction using Modroc or similar

1. Modroc can be molded into 3D shapes to create masks, offering opportunities for detailed and creative designs.
2. Layering modroc is essential for building a strong and durable mask, while allowing time for it to dry between layers.
3. Understanding texture and form is crucial in adding details and uniqueness to each mask.

Lesson 5: Surface decoration and completion of a mask

1. Surface decoration enhances the visual appeal and meaning of a mask.
2. Different textures and patterns can be created using various tools and materials, such as paint, fabric, and beads.
3. The choice of colours, textures, and patterns should reflect the theme of the mask (e.g. cultural or mythical).
4. Surface decoration techniques include layering, brushing, gluing, and adding 3D elements like beads or fabric.

