



Curriculum
Progression
Document

Art and Design



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Art & Design
Curriculum
Intent

Acres Hill Community Primary School- Intent

Acres Hill Community Primary Curriculum Intent

At Acres Hill we know that education is fundamental to improving the life chances of our pupils and their families. For all our children, the goal is that they will leave Acres Hill Community Primary School as proficient and confident readers, writers and mathematicians who have a love for learning and an interest in the world in which we live.

For this to occur children also need to be confident, independent and resilient. Our curriculum therefore aims to support the whole child, in order to equip them with academic and interpersonal skills required to be successful, whilst also building aspirations and confidence to dream big and aim high.

In order to accomplish this aim we deliver a broad and balanced curriculum across school. The curriculum is sequenced and rigorous in order to develop and support children's core academic knowledge and skills, whilst also broadening children's understanding of the wider world (and their place in it) so that they are fully equipped to explore and succeed as part of it.

We deliver a curriculum that:

- Gives children the knowledge to flourish in the next stages of their education
- Utilises highly skilled teaching which builds on children's prior learning
- Ensures that learning for children is precise and focused
- Is well sequenced so that knowledge and skills are built upon progressively throughout a child's time in school
- Uses planned opportunities for repetition of learning and the threading of key concepts and ideas
- Supports children to experience their learning in creative and stimulating ways, supporting children to be curious, independent and motivated in their own learning
- Embraces the local area and community, in order to recognise its heritage, local history and geography; as well as its place within the wider world.
- Promotes the supporting of the whole child, to ensure that children are empowered to be physically and emotionally well and able to lead positive and productive lives
- Is aspirational; all staff work to inspire and support children in order to ensure they are aware of the world to be explored and that they are suitably equipped and challenged to do so.

Art Subject Intent

We want our children to be creative and engaged, with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should be critical thinkers and develop a deeper understanding of the subject as well as art forms that have shaped our history and culture.

Acres Hill Community Primary School- Aspirations

Aspirations for the future;

At Acres Hill, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as an Artist:

- Author and illustrator
- Fashion designer
- Photographer
- Website developer

For more careers, visit the First Careers website to learn more about different job roles linked to your favourite subjects



Website
developer



Illustrator



Photographer



Fashion
designer

Acres Hill Community Primary School- Enrichment

Wider Curriculum Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This can include a programme of clubs, that support the core curriculum offer, as well as also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

We also provide further opportunities to enhance children's learning wherever possible. These can include:

Whole School Theme Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying, eSafety Day, World Book Day, Red Nose Day and Comic Relief.

Educational Visits and Residentials

School trips and visits are an integral part of the education of children at Acres Hill. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities such as author visits, trips to the theatre, sporting events; and attending or taking part in performances or competitions.

Children in Y2, Y4 & Y6 take part in a residential visit. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a residential visit and Year 6 take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



Art & Design in the Early Years Foundation Stage

Developing Early Art &
Design Skills

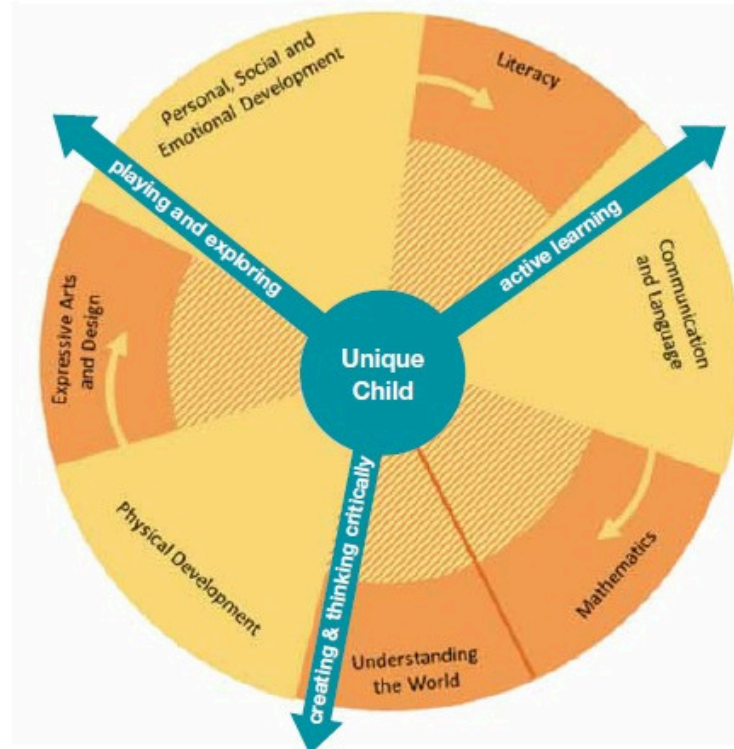
Developing Early Artistic Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of art & design in our EYFS:

ELG 16. Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.



Art & Design
and the
National
Curriculum

Art and Design and the National Curriculum: Key Stage One

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In KS1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Art & Design and the National Curriculum: Key Stage Two

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In KS2 pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.



Implementation of Whole School Art & Design

Programme of Study

Acres Hill's Art Programme of Study

	Key Concepts- Practical skills		
Year Group	Drawing 	Painting 	Mixed media and 3D 
1			
1			
1			Collage
2			Sculpture
2			
2			
3			
3			
3			Print
4			Sculpture

Acres Hill's Art Programme of Study

	Key Concepts- Practical skills		
Year Group	Drawing 	Painting 	Mixed media and 3D 
4			
4			
5			
5			
5			Collage
6			
6			Collage/Sculpture
6			

Mixed media and 3D includes; print, collage and sculpture

Acres Hill's Art Programme of Study

	Artist/designer	Practical skill
Year Group		
1	Molly Haslund	Drawing
1	Sonia Delaunay	Painting
1	Eric Carl	Collage
2	Chris Kenny	Sculpture
2	Van Gogh	Painting
2	Edward Saidi Tingatinga	Drawing
3	Laura McKendry	Drawing
3	Stephanie Peter	Painting
3	Stephen Fowler	Print

Acres Hill's Art Programme of Study

	Artist/designer	Practical skill
Year Group		
4	Claes Oldenburg	Sculpture
4	Paul Cezanne	Painting
4	Irina Richards	Drawing
5	Laura Meseguer	Drawing
5	Peter Thorpe	Painting
5	Kevork Mourad	Collage
6	Francis Pompon	Painting
6	Calixte Dakpogan	Collage/Sculpture
6	Luba Lukova	Drawing



Implementation of Whole School Art & Design

Progression of Knowledge
& Skills

Progression of Knowledge & Skills- Concepts

At Acres Hill, we aim to develop the following concepts through the progressive teaching of art knowledge, skills and understanding. These concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage Two.

Pupils theoretical knowledge will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their practical knowledge through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils' disciplinary knowledge will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.

Art Concepts

- **Knowledge of artists and designers (Disciplinary knowledge)**

Pupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of art work and artistic movements.



- **Exploring and developing ideas (Practical knowledge)**

Pupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce

- Fluency: Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques
- Experimentation: Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices
- Authenticity: Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art



- **Making skills: Drawing, painting, mixed media and 3D (Practical knowledge)**

Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.

They will develop their knowledge of;

- Methods and techniques, such as shading, printing or collage
- Media and materials, including pencil, pen, paper, wire, clay and paint
- Formal elements of line, tone, shape, colour, form, pattern and texture

(See table overleaf)



- **Evaluating (Disciplinary knowledge)**

Pupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, 'What is art?' 'What counts as art?' 'What makes an artist?' by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art eg: looking at how different artists have represented the same theme in different ways.

Implementation

Progression of Knowledge & Skills- Elements of art

Formal elements of art and design taught through the key concepts (drawing, painting and mixed media and 3D)

Visual tools that the artist/designer uses to create a composition

Line

A line is the path left by a moving point

Shape

A shape is an area enclosed by a line

Form

Form is a 3D shape such as a sphere, cube or cone.
Shapes within an object (such as a face) can be used to describe the form.

Tone

Tone means the lightness and darkness of something.
Tints and shades describe the tone.
Tints are colours where a hue (colour such as red, blue, green, etc) is added to white.
Shades are where black is added to a hue (colour such as red, blue, green, etc).

Colour

Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple.
Complimentary colours: two colours next to each other on the colour wheel (e.g. red and orange).
Composite or contrasting colours are directly opposite on the colour wheel (e.g. red and green. Red does not have any traces of green in it and vice versa).

Texture

Texture is the surface quality of something, the way something feels or looks like it feels

Pattern

A pattern is the design that is created by repeating other formal elements eg: line, shape, colours

Implementation

Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 Knowledge of artists and designers (Disciplinary knowledge)	To be able to give simple opinions about the work of an artist or designer, saying what I like or dislike about the work or elements of the work (e.g. the colour, subject matter, etc)	To be able to give my opinion about the work of other artists, saying what I like or dislike about the work or elements of the work, with a reason why. To be able to identify significant elements about the style of an artist or designer (e.g. the use of shape, colour or form, etc.)	To be able to describe the similarities and differences between pieces of work by other artists. To be able to recognise some of the styles of artists and designers and use these ideas to inform my own work.	To be able to identify an artists' or designers' work though research. To be able to appraise work of artists and designers. To be able to show how artists' and designers' work has influenced my own practice (e.g. the subject matter, application of technique or style of artwork)	To show that I am familiar with the work of significant artists throughout history and am able to link my work to them. To be able to explain the historical or cultural significance of the work of a chosen artist or art form.	To be able to identify the influences and inspiration of great artists and designers through research presented in sketchbooks. To be able to identify techniques used by great artists and designers in their work and apply this in my own work. To be able to critically analyse the work of artists, architects and designers throughout history. To be able to explain how an idea or theme has been communicated through different forms and styles.	

Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 Exploring and developing ideas (Practical knowledge)	To be able to safely use a variety of materials and tools to create my own artwork (e.g. sitting when cutting and holding scissors safely). To be able to explore a variety of materials, tools and techniques to create my own artwork (such as pencils, paints and clay, etc.)	To be able to create a piece of art from either imagination or as a response to an experience. To be able to select appropriate tools and materials to create artwork (including making decisions about suitable sized paint brushes, etc.) To be able to explain my reasons for my choice of tools and materials to create artwork (e.g. "I have used a small brush because the area I wanted to paint was too small for a larger brush") To be able to use sketchbooks through teacher modelling to experiment with tools, materials and processes.	To be able to develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences. To be able to take inspiration from an artist to develop my own artwork (e.g. use of technique, material, subject matter or style of artwork, etc.) To be able to take risks to discover what happens when I work creatively (e.g. "What would happen if I use the pencil on the side?" or, "What would happen if I use this object to create a different texture in the clay?"	To be able to talk about my artistic intention for the creative decisions that I make (e.g. I wanted the drawing to look three dimensional so I used light and dark tones to help create depth) To be able to identify how I want my audience to feel or think about the work and the ideas that I develop throughout my creative journey (e.g. I wanted my audience to think that the shape was coming out of the page so I used tone to show three dimensions) To be able to take risks with different materials to discover what happens when I work creatively and independently investigate and develop the outcomes of these decisions. To be able to show an understanding of geometry and proportion in my drawing. To be able to use sketchbooks to document ideas and record my thoughts. To be able to use sketchbooks to documents observations (primary and secondary) and record my thought about my work. To be able to use sketchbooks to refine my work and document how I am developing my skills and techniques.	To be able to investigate different starting points for my work. To be able to choose which idea to develop further. To be able to select different tools and media to develop my ideas. To be able to explain how I am developing and refining ideas using language appropriate to the chosen style of art (e.g. I have chosen to use contrasting colours in my piece because this makes the colours stand out more) To be able to record my thoughts and ideas in a sketchbook through visual experiments and observations from primary and secondary sources, with some annotations. To be able to develop and refine techniques in a sketchbook, including some annotations. To be able to use my sketchbook to record experiments with media and to try out new techniques and processes that can be transferred to larger scale pieces.		

Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 Making skills: Drawing (Practical knowledge)	To be able to explore mark making through effective use and hold of drawing tools such as pencils, chalk and crayons.	To be able to explore mark making through experimentation with drawing lines (such as thick, thin, scribbled and controlled) To be able to use simple 2D shapes to show form.	To be able to identify and demonstrate drawing techniques. To be able to apply tone to describe form, using taught drawing techniques. To be able to develop skill and control with different drawing materials (including appropriate pressure and speed)	To be able to develop my drawing techniques using different media, including graded pencils, charcoal and chalk. To be able to draw from direct observation, using primary sources.		To be able to identify and apply my knowledge of a range of methods and techniques to communicate my ideas through drawing (for example use of previously taught shading, compositional and observational techniques) To be able to draw using precision, perspective and detail to create work in a range of scales (including 1:1, A5 and A3+).	
	I can be able to hold and use a pencil, pen, etc effectively. I can identify, describe and use simple shapes including those from the natural world for a purpose.	I can be able to hold and use a drawing tool in experimental ways to draw a range of lines (such as thick, thin, scribbled and controlled). I can be able to use appropriate language to describe lines. I can identify, describe and use shape to inform composition in my work.	I can develop skill and control with different drawing materials (including appropriate pressure and speed) I can identify shapes made by light and dark areas within the subject and show these in my work. I can experiment with pencils to create light, mid and dark tones.	I can express and describe organic and geometric forms through different types of line. I can identify, draw and label shapes within images and objects, from direct observation.	I can demonstrate scale and proportion when drawing from direct observation, using primary sources (e.g. use the basic body proportion technique) I can apply symmetry to draw accurate shapes. I can analyse and describe how artists use line in their work. I can create geometric compositions using mathematical shapes. I can analyse and describe the use of shape in artists' work.	I can create a detailed observational drawing demonstrating scale and proportion. I can apply expression with line using techniques I have learned. I can develop an increasing sophistication in the use of tone in my work to communicate my ideas in 2D and 3D forms. I can analyse and evaluate artists' use of shape.	I can demonstrate a wide range of sketching techniques within experimentation or final piece. I can demonstrate greater skill and control when using lines. I can study and apply the techniques of other artists. I can fluently sketch key shapes and objects when drawing. I can create abstract compositions using knowledge of other artists' work.

Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 Making skills: Painting (Practical knowledge)	To be able to identify and select colours to use in a painting. To experiment with mixing colours to create a new colour for a painting. To be able to explore making patterns, shapes and pictures using paints.	To be able to identify primary and secondary colours. To be able to mix secondary colours by mixing 2 primary colours. To be able to develop skill and control when using paint (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job)		To be able to use some different media and materials, such as natural pigments to create colour, to paint with. To be able to control brush strokes when painting (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job) To create tints and shades with paint and apply tints and shades in my paintings.		To use and apply my knowledge of a range of methods and techniques to communicate my ideas through paint. To be able to apply tonal techniques and more complex colour theory to my own work (for example, making decisions about complimentary and contrasting colours in my work).	
	I can identify light and dark colours. I can compare light and dark colours. I can name and choose colours for a specific purpose.	I can identify light, mid and dark tones in my own and others' work. I can mix the primary colours and know how to mix them to create secondary colours.	I can create light, mid and dark tones in a range of media, including drawing and painting. I can starting to apply light, mid and dark tones in my work. I can mix, apply and refine and describe colour mixing for purpose using wet and dry media. I can create shades of a colour and choose and justify colours for purpose (for example, I need to add more black to make this shade darker)	I can develop skill and control when using tone. I can use simple shading rules to develop light, mid and dark tones. I can create tone in the style of significant artists in a range of media, including drawing and painting. I can mix, apply colour using natural pigments. I can create tints and shades of a colour and justify colour for purpose (e.g. I need to add white to this colour to make a lighter tint). I can use aspects of colour such as tints and shades for different purposes (e.g. to show where the light source is coming from)	I can use a variety of tones to create different effects. I can understand tone in more depth to create 3D effects. I can analyse and describe the use of tone in artists' work. I can analyse and describe colour and painting techniques in artists work. I can manipulate colour for print.	I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone. I can select and mix colours to depict thoughts and feelings.	I can use tone to describe light and shade, contrast, highlight and shadow. I can mix and apply colours to represent still life objects from observations. I can use my detailed knowledge of colour to communicate ideas and emotions in my artwork.

Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 Mixed media and sculpture (Practical knowledge)	To explore using different materials to create texture. To be able to explore different materials to create shape.	To use a range of materials and appropriate tools (such as printing, clay and collage) to describe form. To use a range of materials and appropriate tools (such as printing, clay and collage) to create pattern. To use a range of materials and appropriate tools (such as printing, clay and collage) to describe texture.		To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe form. To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to create pattern. To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe texture. To be able to use a range of materials and appropriate tools (such as printing, clay and collage) to communicate my ideas.	To be able to apply my knowledge of a range of skills and techniques to communicate my ideas in 2D and 3D forms.		
	I can explore materials and joining techniques. I can investigate materials including those in the natural world. I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)	I can create a simple form through making sculpture. I can use simple language to describe form and space. I can use experiment with materials to create textures. I can understand patterns in nature and design and make patterns in a range of materials.	I can identify form in a subject and represent this in a range of materials, including drawing, painting and sculpture. I can describe different textures. I can select appropriate materials to create textures. I can demonstrate a range of techniques to make repeating and non-repeating patterns. I can identify natural and manmade patterns and create patterns of my own.	I can create and form shapes from 3D materials. I can further develop my ability to describe a 3D form in a range of materials, including drawing. I can analyse and describe texture with artists' work. I can experiment with materials to create textures to describe the subject. I can construct a variety of patterns through craft materials to further develop my understanding of pattern.	I can further develop my ability to describe and model form in 3D using a range of materials. I can analyse and describe how artists use and apply form in their work. I can use a range of materials to express different texture for effect. I can create original designs for patterns using geometric repeating shapes. I can analyse and describe how other artists' use pattern.	I can extend my ability to describe and model form in 3D using a range of materials. I can develop an understanding of texture through practical making activities. I can construct patterns through various methods.	I can express and articulate an idea through sculpture. To analyse and study artists' use of form to communicate an idea or theme. I understand how artists manipulate materials to create texture. I can represent feelings and emotions through patterns. I can create sophisticated artwork using my knowledge of pattern.

Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 Evaluating (Disciplinary knowledge)	To be able to say what I like or don't like about my artwork.	To describe some of the art and design techniques I have used in my work. To be able to talk about the features I like in a piece of artwork, including my own and what I might change in my own work.	To be able to talk in more detail about the techniques and materials used in my own work and the work of others. To describe how I changed or adapted my work for a specific purpose.	To compare ideas, methods and approaches used in my own artwork and the work of others. To be able to use appropriate vocabulary to talk about details of the work.		To explain how an idea or theme has been represented in different ways through art. To be able to use language specific to a range of techniques to evaluate my own work and the work of other artists.	

Reading in Art

At Acres Hill, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in history through reading with the use of high-quality texts across a wide range of genres.

These are matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Strong phonic knowledge and skills.
- A strong comprehension of texts.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- The ability to think, reflect, debate, discuss and evaluate processes (both human and physical).
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources

Implementation

SMSC in Art and Design

SMSC within the curriculum

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. Art and Design naturally provides rich opportunities for learning about different cultures, people and the world around them. There are clear links with global citizenship, sustainable development and similarities and differences across the world. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of history to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation