



Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Local water cycle of named places	We the Curious trip Water cycle workshop	David Hockney	Independent painting of moving water; Instructions; Poetry -- The River; Explanation -- The water cycle
Diversity, Equity and Inclusion		Linked Learning	
The unit incorporates a variety of artists from diverse backgrounds, cultures, and ethnicities, offering a broad spectrum of influences and subject matter to reflect different perspectives and artistic practices.		Poetry English unit on Rivers	
Driver 1: Science <i>How do materials change between solids, liquids and gases, and how does this affect the world around us?</i>		Driver 2: Art <i>How can artists represent water?</i>	
Driver 1 Objectives Science - States of Matter: <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Geography - Physical and Human: <ul style="list-style-type: none"> Describe and understand key aspects of physical geography: the water cycle and rivers. 		Driver 2 Objectives <ul style="list-style-type: none"> 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. Theoretical Knowledge: <ul style="list-style-type: none"> Key Artist / Movement: David Hockney Themes / Genre: Water visuals and water colours Context and Significance: Hockney is a renowned British artist, known for his vibrant depictions of water, especially in his iconic "swimming pool" series. His innovative use of colour, angles, and reflections has influenced contemporary art and remains a key reference for exploring water imagery. Practical Knowledge: <ul style="list-style-type: none"> Area of Making: Drawing, Painting Media: Watercolour, Graphite, Ink, Poster Paint, Pastels Methods and Techniques: Mark making, colour mixing, wet-on-wet, blending, layering, reflection, watercolour washes, tonal shading, capturing movement through brushstrokes 	

Driver 1 Disciplinary Knowledge and Skills

Science: This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:

- **Planning:** Asking questions, fair testing, setting up simple tests
- **Doing:** Using different equipment safely, making systematic and careful observations
- **Recording:** Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)
- **Concluding:** Suggesting answers, reporting, presenting (in oral and written forms)
- **Evaluating:** Seeking patterns, making predictions for the future

Geography: The use of knowledge and how children become a little more 'expert' as a geographer.

- **Asks geographical questions:** Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing?
- **Builds knowledge** of a places, people, environments and processes
- **Considers the impact** of human and geography on the environment
- **Compares** the geography of Bristol with other places in the world (zooming in and out)
- **Collects and analyses data**
- **Looks at and interprets a range of sources:** maps, diagrams, globes, aerial photographs
- **Communicates geographical information:** creating maps, graphs, presenting, writing

Driver 1 Key Vocabulary

- **Tier 1:** Heat, Cool, Dry, Weight
- **Tier 2:** Temperature, Water cycle, Classify, Energy, Distribution, Natural resources, Thermometer
- **Tier 3:** States of matter, Degrees Celsius (°C), Vapour, Evaporation, Condensation, Precipitation, Transpiration, Run-off, Particles, Solid, Liquid, Gas

Driver 2 Disciplinary Knowledge and Skills

- **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?
- **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?
- **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?
- **Value** is the intensity of colour and depends on the amount of white added.
- **Form** – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading?
- **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?
- **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?

Driver 2 Key Vocabulary

- **Tier 1:** Colour, Texture, Lines, Patterns
- **Tier 2:** Mixing & Blending, Value, Reflections
- **Tier 3:** Composition, Shading, Tones, Techniques, Artist, Hockney

Driver 1 Sequence - Science

How do materials change between solids, liquids and gases, and how does this affect the world around us?

1. **WALT:** discuss and show our understanding of water and states of matter; raise questions that can be investigated and researched.
2. **WALT:** investigate, raise questions about, and explain solids, liquids, and gases.
3. **WALT:** use particle theory to explain why matter exists in three states – solid, liquid, and gas.
4. **WALT:** investigate the melting and freezing temperature of materials.
5. **WALT:** explain that some materials change state when they are heated or cooled; use the scientific vocabulary (i.e., freezing, evaporation, and condensation) to do this.
6. **WALT:** identify the part played by evaporation and condensation in the water cycle.
7. **WALT:** make observations and draw conclusions from our investigative work; make connections with our scientific knowledge and understanding of the water cycle.
8. **WALT:** associate the rate of evaporation with temperature by conducting a comparative investigation (e.g., drying clothes).
9. **WALT:** plan and conduct an investigation into evaporation and condensation in the water cycle (e.g., water cycle in a bag).
10. **WALT:** create diagrams of the water cycle to assist oral explanation.
11. **WALT:** review and refine predictions based on evidence from investigative work.
12. **WALT:** understand how changes in state (e.g., evaporation) can be observed and recorded over time.
13. **WALT:** apply knowledge of evaporation to explain real-life scenarios (e.g., puddles disappearing or drying clothes).
14. **WALT:** summarize and explain key scientific ideas about states of matter and the water cycle.
15. **WALT:** reflect on and assess our learning through written and verbal explanations.

Driver 2 Sequence - Art

How can artists represent water?

1. **WALT:** replicate patterns observed in natural environments.
2. **WALT:** increase our awareness of different kinds of art by describing similarities and differences between a range of artists' work.
3. **WALT:** expand our knowledge of a great artist and their techniques (David Hockney).
4. **WALT:** mix paints using black and white to create shades and tones and use the correct language.
5. **WALT:** develop and share ideas in a sketchbook; improve mastery of techniques (composition) in the style of great artists.
6. **WALT:** use inspiration from great artists to design and create our own original artwork
7. **WALT:** describe the work of certain artists and how we have been inspired to replicate their techniques within our own original artworks (children prepare for and host a gallery viewing, describing their work and the techniques used)
8. **WALT:** describe the work of certain artists and how we have been inspired to replicate their techniques within our own original artworks (reflect on the gallery feedback and evaluate their artwork)