Key Stage 2 Curriculum Map: Identifying National Curriculum Coverage Across All Subject Areas

2019-2020 – Cycle D, 2020-2021 – Cycle A, 2021/22 – Cycle B, 2022/23 – Cycle C

				Cycle A				Cycl	e B					Cycle	C					Cycle D)	
Subject	National Curriculum Coverage	Britain from Stone Age to Iron Age	Caring for our environment (Fieldwork)	Early Civilisations – Ancient Egypt	Coasts - (Fieldwork - St Bees)	Ancient Greece	Romans in Britain (local history - Vindolanda)	The Americas – North and South	Mayan Civilisations	Extreme Earth and the water cycle - fieldwork	The Saxons - Penrith Museum and the giant grave	Vikings (Tullie House Exhibition)	Biomes - (Fieldwork)	Tudor Monarchs and Discoverv		Fairtrade	-	The Victorians (Beamish Museum)	Cumbria - Eden Valley and the Lake District flake District Eield	The Second World War (Eden Camp)	Our Euronean Neichhours	
	Locational Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities																					
	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time																					
>	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)																					
Geography	Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America																					
	Human and Physical Geography: describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water																					
	Geographical Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied																					

History	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The																								
	Sharg Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.																								
		Online Safety Y3 and Y5	Programming Further Coding , Programming music	Computing Systems - Em ailing, Bletchley Park	Computing Systems - Inside a computer Creating Media - History of computers	Creating Media - Website Design, Stop Motion Animation	Data Handling - Comparison card databases, Big Data 1	Online Safety: Y4 and Y6	Programming: Scratch, Lego Wedo	Computing Systems and Networks Networks, Search Engines	Computing Systems and Networks, Collaborative Learning , Microbit	Skills Showcase: HTML, Inventing a Product	Data handling: Investigating Weather, Big Data 2	Online Safety Y3 and Y5	Programming Further Coding , Programming music	Computing Systems - Em ailing, Bletchley Park	Computing Systems - Inside a computer Creating Media - History of computers	Creating Media - Website Design, Stop Motion Animation	Data Handling - Comparison card databases, Big Data 1	Online Safety: Y4 and Y6	Programming: Scratch, Lego Wedo	Computing Systems and Networks Networks, Search Engines	Computing Systems and Networks, Collaborative Learning Microhit	Skills Showcase: HTML, Inventing a	Data handling: Investigating Weather, Bio Data 2
ing	to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts																								
Computing	use sequence, selection, and repetition in programs; work with variables and various forms of input and output																								
0	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs																								

	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration																								
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content																								
	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information																								
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.																								
		Leonardo Da Vinci	Packaging	Art Illusions	Sandwich Snacks	Seurat and Pointillism	Moving Monsters	At the Pantomime	Photograph Frames	Can we change places?	Money Containers	Warhol and Pop Art	Storybooks	Cityscapes	Bread	People In Action	Fairground	Journeys	Slippers	Famous	Controllable	Famous Fashions	Programming Dioneers	Monet and the Impressionists	Shelters
	to create sketch books to record their observations and use them to review and revisit ideas																								
Art and Design	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																								
	Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups																								
ß	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design																								
chnolo	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately																								
Design and Technology	Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities																								
Desi£	Evaluate: investigate and analyse a range of existing products																								
	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work																								
	understand how key events and individuals in design and technology have helped shape the world Technical Knowledge:																							 	
	apply their understanding of how to strengthen, stiffen and reinforce more complex structures																								

	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]																								
	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]																								
	apply their understanding of computing to program, monitor and control their products																								
	<u>Cooking and Nutrition:</u> understand and apply the principles of a healthy and varied diet																								
	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques																								
	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed																								
		Charanga Plastic	Young voices, Christmas and Nativity performance	Charanga Egypt and BBC Schools Radio - Wonders of the World	Charanga 3 little birds Music and me	School production	Instrument Course – Recorder and Djembe	Instrument course - keyboards	Young Voices, Christmas and Nativity	Charanga Mamma Mia Fresh Prince	Charanga Oceans, Seas and Rivers	School Production		Instrument course - keyboards	Young Voices, Christmas and Nativity	Charanga The dragon song and Dancing in the street	Charanga Stop! and Happy	School acoduction		Charanga Bringing us together and livin on a neaver	Young voices, Christmas and	Charanga English folk songs	Charanga National anthems	School production	Instrument course Keyboard and Likulele
	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression																								
	improvise and compose music for a range of purposes using the inter-related dimensions of music																								
Music	listen with attention to detail and recall sounds with increasing aural memory																								
	use and understand staff and other musical notations appreciate and understand a wide range of high-																								
	quality live and recorded music drawn from different traditions and from great composers and musicians																								
	develop an understanding of the history of music.																								
		Netball/ Trigolf/swimming	Quickticks/Tri-golf	Gymnastics/football	Cross-country/Tag- rugby	Kwik Cricket/ Dance/Outdoor Ed	Tennis/Mini-Olympics	Netball/ Trigolf/swimming	Quickticks/Tri-golf/ Dance	Gymnastics/football	Cross-country/Tag- rugby	Kwik Cricket/ Athletics/Outdoor Ed	Rounders/Mini- Olympics	Horse Riding/Sports Leaders/Swimming	Quickticks/Tri- golf/Dance	Gymnastics/football	Cross-country/Tag- rugby	Kwik Cricket/ Athletics/Outdoor Ed	Tennis/Mini-Olympics	Netball/ Triaolf/swimming	Quickticks/Tri-golf/	Gymnastics/football	Cross-country/Tag- гнам	Kwik Cricket/	Rounders/Mini- Olymnics
PE	use running, jumping, throwing and catching in isolation and in combination																								
ΓL	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,																								

hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending												
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]												
perform dances using a range of movement patterns												
take part in outdoor and adventurous activity challenges both individually and within a team												
compare their performances with previous ones and demonstrate improvement to achieve their personal best.												
Swimming and Water Safety swim competently, confidently and proficiently over a distance of at least 25 metres												
use a range of strokes effectively												
perform safe self-rescue in different water-based situations												

Our Key Stage 2 curriculum for Science, Religious Education, MFL and RHSE is split into Year 3/4 and Year 5/6, each operating on a two-year cycle, as follows. 2020-2021 – Cycle A, 2021/22 – Cycle B

							Year	3/4										Y	'ear s	5/6					
				Сус	le A					Сус	le B					Cycle	eΑ					Сус	le B		
Subject	National Curriculum Coverage	What do people believe about God?	Christmas Light	Why do people pray?	What religions are found in our communities?	Islamic Rites of Passage	Why are festivals important to religious communities?	Why do some people think life is a journey?	Christmas Journeys	What can we learn from visiting sacred places?	Why is Easter important?	Buddhist Festivals	What can we learn from religions about right and wrong?	ople	Christmas Peace/ World Traditions	What do religions say to us when life gets hard?	What Would Jesus Do?	Why is Muhammad important to Muslims?	Why do people make pilgrimages?	Stories of Christianity	Advent, a time of preparation	Old/New Testament Stories	What can we learn from religious leaders?	Buddhist Worship and Beliefs	What matters most to Christians and humanists?
Religious Education (Cumbria	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.																								
Agreed Syllabus)	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.																								

	A3. Explore and describe a range of beliefs, symbols																							
	and actions so that they can understand different																							
	ways of life and ways of expressing meaning.																							
	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with																							
	reasons, their meanings and significance to individuals																							
	and communities. B2. Understand the challenges of commitment to a																							
	community of faith or belief, suggesting why																							
	belonging to a community may be valuable, both in the diverse communities being studied and in their																							
	own lives.																							
	B3. Observe and consider different dimensions of																							
	religion, so that they can explore and show understanding of similarities and differences between																							
	different religions and worldviews.																							
	C1. Discuss and present their own and others' views on challenging questions about belonging, meaning,																							
	purpose and truth, applying ideas of their own																							
	thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.																							
	C2. Consider and apply ideas about ways in which																							
	diverse communities can live together for the well- being of all, responding thoughtfully to ideas about																							
	community, values and respect.																							
	C3. Discuss and apply their own and others' ideas																							
	about ethical questions, including ideas about what is right and wrong and what is just and fair, and express																							
1																								
	their own ideas clearly in response.																							
			,	Y3/4 (-	Α			Ŷ	3/4 (-	B			Y	5/6 Cy	1				Y	Cycle	В	
		pu .		-	-		73 73	pu.			-		Y4	pu		-	1		Y5	nd				Y6
		lies and		-	-		eing Y3	lies and			-		eing Y4	lies and		-	1		eing Y5	lies and				eing Y6
		Families and		-	-		vellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
	their own ideas clearly in response.	Families and	Relationships Y3	Safety and the changing hody	-		Health and wellbeing Y3	Families and	Kelationships Y4	Safety and the changing hody	-		wellbeing Y4	Families and	Relationships Y5	Safety and the changing body	1	Health and	wellbeing Y5	Families and		Changing body Y6 Y6	B Health and	wellbeing Y6
	their own ideas clearly in response. Families and people who care for me	Families and		-	-		неацт ало wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
	their own ideas clearly in response. Families and people who care for me Caring friendships	Families and		-	-		reatin and wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
	their own ideas clearly in response. Families and people who care for me	Families and		-	-		neartn and wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
	their own ideas clearly in response. Families and people who care for me Caring friendships Respectful relationships Online relationships	Families and		-	-		wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
	their own ideas clearly in response. Families and people who care for me Caring friendships Respectful relationships	Families and		-	-		reatri and wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
Relationships,	their own ideas clearly in response. Families and people who care for me Caring friendships Respectful relationships Online relationships	Families and		-	-		nearth and welbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
Health and	their own ideas clearly in response. Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Families and		-	-		wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
	their own ideas clearly in response.	Families and		-	-		wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
Health and Sex Education	their own ideas clearly in response.	Families and		-	-		velbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
Health and Sex Education	their own ideas clearly in response.	Families and		-	-		wellbeing Y3	Eamilies and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
Health and Sex Education	their own ideas clearly in response.	Families and		-	-		wellbeing Y3	Families and			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				wellbeing Y6
Health and Sex Education	their own ideas clearly in response.	Families		-	-		velbeing Y3	E E E E E E E E E E E E E E E E E E E			-		wellbeing Y4	Families and		-	1		wellbeing Y5	Families and				weltbeing Y6

	Sex Education													will co cover	ontinue ed in the	is not com to provide e science cu beyond th	additioi urriculu	nal cont m). Pare	ent on ents ha	sex edu ve the r	cation i ight to v	n Year 5	and 6 (above th	at
			Y	'3/4 C		Α			۱	/3/4 (Cycle	B			Y	5/6 Cy	cle A				Y	5/6 C	ycle I	В	
		- My School, My Local Area		Epiphany, Family Tree, Faces and Parts of the	boay, celeorating Carnival	Feeling	Animals, Summertime	A New Start, Calendar,	Celebrations	Epiphany, Animals I	uke, carnival colours	Food We Eat Every	Day, Going On A Picnic	Revisiting School,	Fveryday Life	Playing and Enjoying Sport,	Funtair	Café Culture, Performance Time		School Subjects,	lime in the City	Healthy Eating, Going to the	Market, Clothes	Visiting the seaside,	Performance Time
	listen attentively to spoken language and show																								
	understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words																								
	engage in conversations; ask and answer questions; express opinions and respond to those of others;																								
	speak in sentences, using familiar vocabulary, phrases																								
	and basic language structures develop accurate pronunciation and intonation so that																								
	others understand when they are reading aloud or using familiar words and phrases																								
MFL	present ideas and information orally to a range of audiences																								
(French)	read carefully and show understanding of words, phrases and simple writing																								
	appreciate stories, songs, poems and rhymes in the language																								
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary																								
	write phrases from memory, and adapt these to																								
	create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing																								
	understand basic grammar appropriate to the language being studied																								
			Y	′3/4 C	ycle /	A			١	/3/4 (Cycle	B			۱	(5/6 Cy	cle A	1			Y	5/6 (Cycle	В	
					ns		S		su				s		of	e	su		s		su			eir	s
Subject	National Curriculum Coverage	Sound	Electricity	Living things and their habitats	Animals including humans	States of matter	Scientists and inventors	Forces	Animals including humans	Light	Plants	Rocks	Scientists and inventors	Electricity	Properties and changes of state	Evolution and inheritance	Animals including humans	Living things and their habitats	Scientists and inventors	Forces	Animals including humans	Light	Earth and Space	ALL Living things and their habitats	Scientists and inventors
	Throughout Key Stage 2, children will be tau																	nal Cui	rriculu	um. W	ithin t	hese p	progra	mmes,	
	the children will also have opportunities to v	work scie	ntific	ally an	d will	be ta	ught th	e follo	wing p	ractica	al scie	ntific r	method	ls, prod	cesses	and skill	s.								

	asking relevant questions and using different types of scientific enquiries to answer them												
	setting up simple practical enquiries, comparative and fair tests												
	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers												
	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions												
Science (Y3/4)	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables												
(- /)	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions												
	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions												
	identifying differences, similarities or changes related to simple scientific ideas and processes												
	using straightforward scientific evidence to answer questions or to support their findings.												
	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary												
	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate												
Science	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs												
(Y5/6)	using test results to make predictions to set up further comparative and fair tests												
	reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations												
	identifying scientific evidence that has been used to support or refute ideas or arguments.												