Key Stage 1 Curriculum Map: Identifying National Curriculum Coverage Across All Subject Areas

Cycle A – 2020/21, 2022/23, Cycle B – 2019/20, 2021/22

Subject	National Curriculum Coverage	Cycle A						Cycle B					
		Toys	Where We live	Castles	The Seasons	Travel and Transport	Life if the city	Great Fire of London	Map Makers	Arctic Adventures		Intrepid Explorers	Contrasting localities – Africa
Geography	**Locational Knowledge:** name and locate the world's seven continents and five oceans		■				■			■			■
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		■				■						
	Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		■				■						■
	Human and Physical Geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		■		■					■			■
	use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		■				■		■				
	Geographical Skills and Fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		■						■	■			■
	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		■						■				
	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		■						■				
	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		■						■				
History	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	■				■							
	events beyond living memory that are significant nationally or globally					■		■					
	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.					■					■	■	
	significant historical events, people and places in their own locality.			■									

		Animals including humans	Uses of everyday material	The Environment	Living things and their habitats	Plants	Scientists and inventors	Animals including humans	Seasonal Changes Autumn/	Everyday materials	Seasonal Changes Summer/	Plants	Scientists and inventors
Science	In Years 1 and 2, children will be taught the above programmes of study and the associated objectives to ensure full coverage of the National Curriculum. Within these programmes, the children will also have opportunities to work scientifically and will be taught the following practical scientific methods, processes and skills.												
	asking simple questions and recognising that they can be answered in different ways												
	observing closely, using simple equipment												
	performing simple tests												
	identifying and classifying												
	using their observations and ideas to suggest answers to questions												
	gathering and recording data to help in answering questions												
		Online Safety Y2 (4 lessons) What is a computer?	Programming Algorithms / debugging	Word Processing	Programming: Scratch Jr	Creating Media: Stop Motion	Data Handling: International Space Station	Online Safety Y1 (4 lessons) Improving mouse skills	Programming: Algorithms Unplugged	Skills Showcase: Rocket to the moon	Programming: Beebots	Creating Media: Digital Imagery	Data Handling: Introduction to data
Computing	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions												
	create and debug simple programs												
	use logical reasoning to predict the behaviour of simple programs												
	use technology purposefully to create, organise, store, manipulate and retrieve digital content												
	recognise common uses of information technology beyond school												
	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies												
		Colour Creations	Moving Pictures	Self Portrait	Playgrounds	Andy Goldsworthy	Eat More Fruit and Vegetables	Sparks and Flames	Vehicles	Henry Rousseau	Puppets	Winding Up	African Art
Art and Design	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.												

Design and Technology	**Design** design purposeful, functional, appealing products for themselves and other users based on design criteria												
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology												
	Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]												
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics												
	Evaluate explore and evaluate a range of existing products												
	evaluate their ideas and products against design criteria												
	Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable												
	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products												
		Charanga Hey you	Christmas and Nativity performances	Charanga Castles and BBC Schools Radio - Knights. castles and dragons	Charanga Zootime	Charanga Journeys and school production	BBC S.R Code Crackers	BBC S.R Great fire of London	Christmas and Nativity performances	Charanga Your imagination, BBC Schools Radio Antarctica	Charanga Hands, feet, heart	BBC S.R Snail and the whale and school production	Charangaga Africa and BBC Schools Radio Handas hen
Music	use their voices expressively and creatively by singing songs and speaking chants and rhymes												
	play tuned and untuned instruments musically												
	listen with concentration and understanding to a range of high-quality live and recorded music												
	experiment with, create, select and combine sounds using the inter-related dimensions of music												
		Fundamentals/Swimming	Gymnastics	Dance/ Swimming	Fundamentals/ Ball skills	Fundamentals	Fundamentals/ ball skills	Fundamentals/Swimming	Gymnastics	Dance/ Swimming	Fundamentals/ Ball skills	Fundamentals	Fundamentals/ ball skills
PE	to master movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities.												
	to participate in team games, developing simple tactics for attacking and defending												
	to perform dances using simple movement patterns												
	to swim competently and confidently over a distance of at least 25m												

		Natural World /Creation	Who is a Christian and what do they believe? Christmas – gifts and	What makes some places sacred?	Visiting a church Easter symbols	Who is a Muslim and what do they believe?	What does it mean to belong?	Creation – why should we care for the world Harvest	Festivals of light Christmas light	Beginnings and Endings	How/why do we celebrate special and sacred times?	Baptism The Lord's Prayer	How should we care for others and the world and why does it matter?
Religious Education (Cumbria Agreed Syllabus)	▪ A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	■	■	■	■	■	■	■	■		■	■	
	▪ A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	■	■			■		■	■		■		■
	▪ A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities			■	■	■	■		■		■	■	
	▪ B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make			■	■	■	■				■		■
	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves			■	■		■					■	
	▪ B3. Notice and respond sensitively to some similarities between different religions and worldviews			■			■				■		
	▪ C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.		■			■		■	■		■		■
	C2. Find out about and respond with ideas to examples of co -operation between people who are different.					■	■						■
	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.		■					■					■

		Families and Relationships Y1	Safety and the changing body Y1	Health and wellbeing Y1	Families and Relationships Y2	Safety and the changing body Y2	Health and wellbeing Y2
Relationships, Health and Sex Education (RHSE)	Families and people who care for me	■			■		
	Caring friendships	■			■		
	Respectful relationships	■			■		
	Online relationships					■	
	Being safe		■			■	
	Mental wellbeing			■			■
	Internet safety and harms					■	
	Physical health and fitness			■			■
	Healthy eating						
	Drugs, alcohol and tobacco		■			■	
	Health and prevention			■			■
	Basic first aid		■				