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

Subject	National Curriculum Coverage	Cycle A						Cycle B						Cycle C						Cycle D					
		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 Discovery		Fairtrade		The Victorians (Beamish Museum)	Where do we come from? (Lake District Field Study)	The Second World War (Eden Camp)		Our European Neighbours	
Geography	**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)									■					■						■			■	■
	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		■			■						■			■						■			■	■

	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																							
History	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 – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang 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/ Computing systems:	Programming: Further coding with Scratch	Data Handling: Big Data 1	Creating Media: History of computers	Data Handling: Big Data 2	Skills Showcase Inventing a Product	Online Safety/ Networks and the internet	Programming: Scratch	Data Handling Mars Rover 1	Creating Media: Video Trailers	Programming: Micro:bit	Data Handling: Mars Rover 2	Online Safety/ Search engines	Programming music	Computing systems: Emailing	Computer Systems: Journey Inside a computer	Creating Media: Stop Motion Animation	Data Handling: Comparison card databases	Online Safety/ Computer Systems: Collaborative	Programming: Intro to Python	Creating Media:	Skills showcase: HTML	Programming: Computational thinking	Data handling: Investigating Weather
Computing	to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts																							
	use sequence, selection, and repetition in programs; work with variables and various forms of input and output																							
	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																							

		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 Buildings	Controllable Vehicles	Famous	Programming Pioneers	Monet and the Impressionists	Shelters
	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 Buildings	Controllable Vehicles	Famous	Programming Pioneers	Monet and the Impressionists	Shelters
Art 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			■		■						■		■		■		■		■		■		■	
Design and Technology	**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		■		■		■		■		■		■		■		■		■		■		■		■
	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		■		■		■		■		■		■		■		■		■		■		■		■
	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately						■		■		■		■				■		■		■		■		■
	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		■		■		■		■		■		■		■		■		■		■		■		■
	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																								
	Cooking and Nutrition: 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	Charanga Celts and Romans BBC Schools Radio - Rocking Robins	Young Voices, Christmas and Nativity	Charanga Mamma Mia Fresh Prince	Charanga Oceans, Seas and Rivers	School Production	Instrument course Recorder and Ukulele	Charanga Vikings	Young voices, Christmas and Nativity performance	Charanga The dragon song and Dancing in the street	Charanga Stop! and Happy	School production	Instrument course - Djembe and recorder	Charanga Bringing us together and Livin on a prayer	Young voices, Christmas and Nativity performance	Charanga English folk songs	Charanga National anthems	School production	Instrument course Keyboard and Ukulele
Music	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																								
	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	Netball/ Trigolf/swimming	Quickticks/Tri-golf/Dance	Gymnastics/football	Cross-country/Tag-rugby	Kwik Cricket/ Athletics/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
PE	use running, jumping, throwing and catching in isolation and in combination																								
	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												Year 5/6											
		Cycle A						Cycle B						Cycle A						Cycle 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?	Why do some people believe God exists?	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 Agreed Syllabus)	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.																								
	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 their own ideas clearly in response.																								

		Y3/4 Cycle A			Y3/4 Cycle B			Y5/6 Cycle A			Y5/6 Cycle B		
		Families and Relationships Y3	Safety and the changing body Y3	Health and wellbeing Y3	Families and Relationships Y4	Safety and the changing body Y4	Health and wellbeing Y4	Families and Relationships Y5	Safety and the changing body Y5	Health and wellbeing Y5	Families and Relationships Y6	Safety and the changing body Y6	Health and wellbeing Y6
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												
	Changing body												
	Sex Education							Sex education is not compulsory in primary schools. However, Temple Sowerby School will continue to provide additional content on sex education in Year 5 and 6 (above that					

								covered in the science curriculum). Parents have the right to withdraw their child from sex education beyond the national curriculum for science					
		Y3/4 Cycle A			**Y3/4 Cycle B**			**Y5/6 Cycle A**			**Y5/6 Cycle B**		
		Numbers, age, school, shopping and directions	Family, personal descriptions, parts of the body	Simple illnesses, weather	Numbers, age, school, shopping and directions	Family, personal descriptions, parts of the body	Simple illnesses, weather	Time, daily routines, my house, sports, Christmas	Feelings and opinions, food and drink	Revisiting basic transactional language, questions and	Time, daily routines, my house, sports, Christmas	Feelings and opinions, food and drink	Revisiting basic transactional language, questions and
MFL (French)	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												
	present ideas and information orally to a range of audiences												
	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												

		Y3/4 Cycle A						**Y3/4 Cycle B**						**Y5/6 Cycle A**						**Y5/6 Cycle B**					
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
Science (Y3/4)	Throughout Key Stage 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 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																								
	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.																								
Science (Y5/6)	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																								
	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs																								
	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.																								