

KS1 Curriculum Coverage

History KS1	Year 1		Year 2
	Helping Others	Up, up and away	Fire Fire!
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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			
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.			

Geography KS1	Year 1		Year 2			
	Mapwork	Life down under!	Location, location location	Frozen!	Map work	Wish you were here!
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.						

Art KS1	Year 1			Year 2		
	Roger Hargreaves	Kandinski	Andy Goldsworthy	Paul Cézanne	George Seurat	Andy Warhol and Roy Lichtenstein
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						
To learn 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 & Technology KS1	Year 1			Year 2		
	Food	Puppets	Flight - Kites	Textiles	Wheels - Fire engines	Food Pizza
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						
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 their ideas and products against design criteria						
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.						
use the basic principles of a healthy and varied diet to prepare dishes						
understand where food comes from.						

PE KS1	Year 1			Year 2		
	Dance and ball skills	Gymnastics/inv asion	Athletics /striking/fieldin	Dance and Net & wall	Gymnastics/inv asion	Athletics/strikin g/fielding
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities						
participate in team games, developing simple tactics for attacking and defending						
perform dances using simple movement patterns.						

Computing KS1	Year 1			Year 2		
	Communication	coding	Collect	Communication	coding	Collect
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.						

Music KS1	Year 1	Year 2
	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.		

Lower KS2 Curriculum Coverage

History LKS2	Year 3		Year 4		
	Invaders and settlers	Near far, wherever you are.	Tribal Tales	I am a warrior!	Were the Vikings Barbaric?
Changes in Britain from the Stone Age to the Iron Age					
The Roman Empire and its impact on Britain					
A local history study					
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- Anglo-Saxon laws and justice					

Music LKS2	Year 3	Year 4
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.		

PE LKS2	Year 3				Year 4			
	swimming	Dance	Gymnastics/football	Athletics and Rounders	Dance/Cricket	Gymnastics/Football	Swimming	Athletics
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								
compare their performances with previous ones and demonstrate improvement to achieve their personal best.								
swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]								
perform safe self-rescue in different water-based situations.								

Art LKS2	Year 3			Year 4		
	Vincent van Gogh	Leonardo Da Vinci	Andrew Burton	Tribal tales – Cave	Beatriz Milhazes	Pablo Picasso
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.						

Geography LKS2	Year 3		Year 4
	Marvellous Mountains	Near, far, wherever you are	Our Fragile World
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			
Human and physical describe and understand key aspects of: <ul style="list-style-type: none"> 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 			
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.			

Design & Technology LKS 2	Year 3			Year 4		
	Mechanical Systems	Anglo Saxon hut	Food – Mediterranean wraps	Computing and construction	Food – Caribbean fruit cocktail	Textiles – Bendy bag
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						
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						
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						
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.						
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.						

Computing LKS2	Year 3			Year 4		
	code	Communicate	Collect-branching databases	code	Communicate	Collect - databases
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.						
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output						
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts						
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						
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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						
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						

Upper KS2 Curriculum Coverage

History UPKS2	Battle of Britain	Tomb Raiders - Egypt	Groovy Greeks	How clever were the Mayans?
A non-European society that provides contrasts with British history. Mayan civilisation				
A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.				
The achievements of the earliest civilizations – e.g. Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang dynasty of Ancient China				
Ancient Greece				

Art UPKS2	Peter Randall-Page	David Hockney	Barbara Hepworth and Henry Moore	Frida Kahlo	William Morris	Ancient Greek Architecture
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.						

PE UPKS2	Year 5			Year 6		
	Dance/netball	Gymnastics/hockey	Athletics/Rounders	Dance	Gymnastics/football	athletics/cricket/OAA
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						PGL
compare their performances with previous ones and demonstrate improvement to achieve their personal best.						

Music UKS2	Year 5	Year 6
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.		

Geography UPKS2	What Makes Brazil so Brilliant?	How extreme is our Earth?	Frozen planet	Mapwork – Hidden treasures
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 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				
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				X

Computing UPKS2	Year 5			Year 6		
	Communicate	Coding	Collect - Excel	Coding	Communicate	Communicate and collect
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 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.						
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts						
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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						
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						

Design & Technology UKS2	Year 5			Year 6		
	Brazil – DT Food	Electrical Systems	Textiles	Electrical systems	Mechanical systems	Food Greek Soup
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						
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						
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						
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.						
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.						