Science

Working scientifically
Across all areas of scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

Biography

Plants
• Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal

Evolution and inheritance
• Look at similarities in offspring.
• Look at changes in animals over time.
• Look at adaptation to environments.
• Look at differences in offspring.
• Look at adaptation and evolution.
• Look at changes to the human skeleton over time.

Animals and humans
• Look at nutrition, transportation of water and nutrients in the body, the muscle and skeletal systems, and how animals and humans grow.
• Look at the digestive system in humans.
• Look at teeth.
• Look at the human circulatory system.

All living things
• Identify, name plants and animals
• Look at classification keys.
• Look at the life cycle of animals and plants.
• Look at classification of plants, animals and microorganisms.
• Look at reproduction in plants and animals, and human growth and changes.
• Look at the effect of diet and exercise on health.

Chemistry

Rocks and fossils
• Compare and group rocks and describe the formation of fossils.

States of matter
• Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials
• Examine the properties of materials using various tests.
• Look at solubility and recovering dissolved substances.
• Separate mixtures.
• Examine changes to materials that create new materials that are usually not reversible.

Physics

Light
• Look at sources, seeing, reflections and shadows.
• Explain how light appears to travel in straight lines and how the affects seeing and shadows.

Sound
• Look at sources, vibration, volume and pitch.

Electricity
• Look at apparatus, circuits, lamps, switches, insulators and conductors.
• Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

Forces and magnets
• Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
• Look at attractions and repulsion.
• Look at the effect of gravity and drag forces.
• Look at the transferance of forces in gears, pulleys, levers and springs.

Earth and space
• Look at the movement of the Earth and the moon.
• Explain day and night.

Design and technology

Through a variety of creative and practical activities, pupils should be taught to:

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.

Make
• Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, JOINING and finishing, accurately.

Evaluate
• Investigate and analyze 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 understanding of how to strengthen, stiffen and reinforce more complex structures.
• Understand and use mechanical systems in their products, such as gears, pulleys, levers, cams, pulleys, belts, screws, bolts and nuts.
• Understand and use electrical systems in their products, such as series circuits incorporating light bulbs, buzzers and motors.
• Apply understanding of computing to programme, 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 seasonal and know where and how a variety of ingredients are grown, reared and caught.

Languages

In the chosen modern language:
• Speak
• Read
• Write

Look at the culture of the countries where the language is spoken.

An ancient language is chosen, read, translate and explore the culture of the time.

Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improve and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and apply knowledge, understanding and practical skills.

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and by great musicians and composers.

Develop an understanding of the history of music.

Geography

Locate the world countries, with a focus on Europe and countries of particular interest to pupils.

Locate the world countries, with focus on North and South America and countries of particular interest to pupils.

Key geographical features of the countries of the United Kingdom, and understand how some of these aspects have changed over time.

Locate the geographic zones of the world.

Understand the significance of the geographic zones of the world.

Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.

Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

Describe and understand key aspects of:
• physical geography, including: climate, zones and vegetation belts, rivers, mountain systems, volcanoes and plate tectonics.
• human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features studied.

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Use a wide range of geographical sources in order to investigate places and patterns.

Use a map to observe, measure and record 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.
• A local history study.
• A study of a theme in British history.
• Early Civilizations achievements and in-depth study of one of the following: Assyrian Empire, The Indus Valley, Ancient Egypt, The Shang Dynasty.
• A non-European country with whom Britain had closest links.
• A non-European country that has had a significant effect on modern Britain in the last 150 years.

Geography

Locate and understand the significance of the geographic zones of the world.

Locate the geographic zones of the world.

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Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.

Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

Identify and use key aspects of:
• physical geography, including: climate, zones and vegetation belts, rivers, mountain systems, volcanoes and plate tectonics.
• human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

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Personal development

Discuss and learn techniques to improve in the eight areas of ‘success’.

Study role models who have achieved success.

Study those who have lost success and relate this to the eight areas of success.

Physical education

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

Take part in gymnastics activities.

Take part in athletics activities.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and as part of a team.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Religious education

Study the beliefs, teaching and practices of Christianity.

Study the beliefs, teaching and practices of other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Study the beliefs, teaching and practices of the major six religions not studied in depth in order to gain a broad outline.

Study other religions of interest to pupil.

Curriculum Map KS2

Writing

Narrative
• Write stories set in places pupils have been.
• Write stories that contain mythical legendary or historical characters or events.
• Write stories of adventure.
• Write stories of mystery and suspense.
• Write letters.
• Write plays.
• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-fiction
• Write instructions.
• Write recounts.
• Write persuasively.
• Write explanations.
• Write non-chronological reports.
• Write biographies.
• Write in a journalistic style.
• Write arguments.
• Write formally.

Poetry
• Learn by heart and perform a significant poem.
• Write haiku.
• Write acrostic.
• Write poems that convey an image (sami, word-play, rhyme and metaphor).

Note: Only the notes following are statutory at KS2:
• narratives
• non-fiction
• poetry.

Reading

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

Listen to and discuss a wide range of texts.

Learn poetry by heart.

Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

Take part in conversations about books.

Read and listen to whole books.

• Listen to and learn a wide range of subject specific vocabulary.

Through reading identify vocabulary that enriches and extends students.

Speak to small and larger audiences at frequent intervals.

Practice and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

Listen to and tell stories often so as to internalise the structure.

Celebrate issues and formulate well-constructed points.

Mathematics

• Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.

• Rigorously apply mathematical knowledge across the curriculum, in particular in the areas of: attention to detail and computing.

• Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

• Explore numbers and place value so as to read and understand the value of all numbers.

• Add and subtract using efficient mental and formal written methods.

• Multiply and divide using efficient mental and formal written methods.

• Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.

• Describe the position, direction and movement in increasingly precise ways.

• Use and apply measures to increasingly complex contexts.

• Gather, organise and interpret data.

• Understand the practical value of using algebra.

Art and design

• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

• Develop and share ideas in a sketchbook and in finished products.

• Improve means of techniques.

• Learn about the great artists, architects and designers in history.

Computing

• Design and write 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, generate appropriate inputs and predicted outputs to test programs.

• Use logical reasoning to explain how a simple algorithm works 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.

• Describe how internet search engines find and store data, use search engines effectively, be discerning in evaluating digital content, respect individuals and intellectual property, use technology responsibly, securely and safely.

• Select, use and combine a variety of software (including internet services) in a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.