

Key stage 1 and 2 Curriculum overview

SCIENCE

Year Group						
Year 1	Seasonal change	Everyday materials	Plants	Animals including humans		
Year 2	All living things and their habitats	Uses of everyday materials	Animals including humans	Plants		
Year 3	Forces and magnets	Light	Rocks	Animals including humans	Plants	
Year 4	Sound	States of matter	Electricity	Animals including humans	All living things	
Year 5	Animals including humans	Earth and Space	Forces		Properties and changes of materials	All living things
Year 6	All living things	Evolution and inheritance	Electricity	Light	Animals including humans	

*Science to be taught termly. Some topics to be taught across 2 terms.

HISTORY

YEAR 1	YEAR 2
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.	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]	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
	Significant historical events, people and places in their own locality

Liaise with Phase Leader and AHT to ensure no duplication.

HISTORY

<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
The Roman Empire and its impact on Britain	Ancient Greece – a study of Greek life and achievements and their influence on the western world	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	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
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	Changes in Britain from the Stone Age to the Iron Age	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
A local history study: Ramsgate	A local history study: Margate	A local history study: Broadstairs	A local history study: Canterbury

*Refer to the National Curriculum for the suggested focus of study within each area.

Year 3	Year 4	Year 5	Year 6
<p><u>LOCATION KNOWLEDGE</u> Locate the world's countries (with a focus on Europe and countries of interest)</p>	<p><u>LOCATION KNOWLEDGE</u> Locate the geographic zones of the world.</p>	<p><u>LOCATION KNOWLEDGE</u> Locate the world's countries (with a focus on North and South America and countries of interest)</p>	<p><u>LOCATION KNOWLEDGE</u> Understand the significance of the geographic zones of the world.</p>
<p><u>PLACE KNOWLEDGE</u> Key geographical features of the countries of the UK (comparison: England & Wales)</p>	<p><u>PHYSICAL GEOGRAPHY</u> Physical geography, including: The water cycle and volcanoes.</p>	<p><u>PLACE KNOWLEDGE</u> Key geographical features of the countries of the UK (comparison: Scotland & N. Ireland)</p>	<p><u>PHYSICAL GEOGRAPHY</u> Physical geography, including: vegetation belts and biomes.</p>
<p><u>PHYSICAL GEOGRAPHY</u> Physical geography, including: climate zones and earthquakes.</p>	<p><u>HUMAN GEOGRAPHY</u> Human geography, including : settlements and land use.</p>	<p><u>PHYSICAL GEOGRAPHY</u> Physical geography, including: rivers and mountains.</p>	<p><u>HUMAN GEOGRAPHY</u> The distribution of natural resources: minerals and energy.</p>
<p><u>INVESTIGATION</u> Understand geographical similarities and differences through the study of the human and physical geography of a region or area of the UK (different to KS1)</p>	<p><u>HUMAN GEOGRAPHY</u> The distribution of natural resources: food and water supplies.</p>	<p><u>HUMAN GEOGRAPHY</u> Human geography, including: economic activity and trade links.</p>	
<p><u>INVESTIGATION</u> Use a wide range of geographical sources in order to investigate places and patterns.</p>	<p><u>INVESTIGATION</u> Understand geographical similarities and differences through the study of the human and physical geography of a region in a European country</p>	<p><u>INVESTIGATION</u> Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p>	<p><u>INVESTIGATION</u> Use a wide range of geographical sources in order to investigate places and patterns.</p>
<p><u>FIELDWORK SKILLS</u> Use 8 points of a compass and 4 figure grid references to build knowledge of the UK and the world.</p>	<p><u>INVESTIGATION</u> Use a wide range of geographical sources in order to investigate places and patterns.</p>	<p><u>INVESTIGATION</u> Use a wide range of geographical sources in order to investigate places and patterns.</p>	<p><u>INVESTIGATION</u> Use a wide range of geographical sources in order to investigate places and patterns.</p>
<p><u>FIELDWORK SKILLS</u> Use symbols and keys (including the use of ordnance survey maps) to build knowledge of the UK and the world.</p>	<p><u>FIELDWORK SKILLS</u> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p><u>FIELDWORK SKILLS</u> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p><u>FIELDWORK SKILLS</u> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>

<p><u>FIELDWORK SKILLS</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>FIELDWORK SKILLS</u> Use fieldwork 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).</p>	<p><u>FIELDWORK SKILLS</u> Use fieldwork 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).</p>	<p><u>FIELDWORK SKILLS</u> Use fieldwork 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).</p>
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GEOGRAPHY

<u>YEAR 1</u>	<u>YEAR 2</u>
<p><u>HUMAN AND PHYSICAL GEOGRAPHY</u> Identify seasonal and daily weather patterns in the United Kingdom</p>	<p><u>HUMAN AND PHYSICAL GEOGRAPHY</u> 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</p>
<p><u>HUMAN AND PHYSICAL GEOGRAPHY</u> Use basic geographical vocabulary to refer to: i. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><u>HUMAN AND PHYSICAL GEOGRAPHY</u> Use basic geographical vocabulary to refer to: ii. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>
<p><u>GEOGRAPHICAL SKILLS & FIELDWORK</u> Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p><u>GEOGRAPHICAL SKILLS & FIELDWORK</u> 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</p>
<p><u>GEOGRAPHICAL SKILLS & FIELDWORK</u> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p><u>GEOGRAPHICAL SKILLS & FIELDWORK</u> 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.</p>
<p><u>GEOGRAPHICAL SKILLS & FIELDWORK</u> Devise a simple map; and use and construct basic symbols in a key.</p>	<p><u>GEOGRAPHICAL SKILLS & FIELDWORK</u> Devise a simple map; and use and construct basic symbols in a key.</p>
<p><u>PLACE KNOWLEDGE</u> Name, locate and identify characteristics of the 4 countries of the United Kingdom.</p>	<p><u>LOCATION KNOWLEDGE</u> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>
<p><u>PLACE KNOWLEDGE</u> 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.</p>	<p><u>LOCATION KNOWLEDGE</u> Name and locate the world's 7 continents and 5 oceans. <u>GEOGRAPHICAL SKILLS & FIELDWORK</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>

COMPUTING

<u>YEAR 1</u>	<u>YEAR 2</u>
Create and debug simple programs	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
Use technology purposefully to create, organise, store digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Recognise common uses of information technology beyond school	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.	Use logical reasoning to predict the behaviour of simple programs
	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.

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Design, write and debug programs that accomplish specific goals.	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 sequence, selection, and repetition in programs.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Use search technologies effectively.	Use search technologies effectively, appreciate how results are selected and ranked.	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.	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 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		

DESIGN TECHNOLOGY

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

<u>YEAR 1</u>	<u>YEAR 2</u>
<p><u>Design</u> 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.</p> <p><u>Make</u> 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.</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><u>Technical knowledge</u> 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.</p>	

When designing and making, pupils should be taught to:

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>DESIGN</u> 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	<u>DESIGN</u> 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	<u>DESIGN</u> 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	<u>DESIGN</u> 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
<u>DESIGN</u> generate, develop, model and communicate their ideas through discussion, annotated sketches,	<u>DESIGN</u> generate, develop, model and communicate their ideas through discussion, annotated sketches,	<u>DESIGN</u> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces.	<u>DESIGN</u> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
<u>MAKE</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<u>MAKE</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<u>MAKE</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<u>MAKE</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
<u>MAKE</u> 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	<u>MAKE</u> 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	<u>MAKE</u> 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	<u>MAKE</u> 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
<u>EVALUATE</u> investigate and analyse a range of existing products	<u>EVALUATE</u> investigate and analyse a range of existing products	<u>EVALUATE</u> investigate and analyse a range of existing products	<u>EVALUATE</u> investigate and analyse a range of existing products
<u>EVALUATE</u> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<u>EVALUATE</u> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<u>EVALUATE</u> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<u>EVALUATE</u> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<u>TECHNICAL KNOWLEDGE</u>	<u>TECHNICAL KNOWLEDGE</u>	<u>EVALUATE</u>	<u>TECHNICAL KNOWLEDGE</u>

understand and use mechanical systems in their products (extending KS1 knowledge)	understand and use mechanical systems in their products (including gears and pulleys)	understand how key events and individuals in design and technology have helped shape the world	understand and use mechanical systems in their products (including cams, levers and linkages)
<u>COOKING</u> understand and apply the principles of a healthy and varied diet	<u>TECHNICAL KNOWLEDGE</u> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors	<u>TECHNICAL KNOWLEDGE</u> understand and use mechanical systems in their products (including cams, levers)	<u>TECHNICAL KNOWLEDGE</u> apply their understanding of computing to program, monitor and control their products.
<u>COOKING</u> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	<u>COOKING</u> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<u>COOKING</u> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	<u>TECHNICAL KNOWLEDGE</u> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors
	<u>COOKING</u> understand and apply the principles of a healthy and varied diet		<u>COOKING</u> prepare and cook a variety of dishes using a range of cooking techniques

ART AND DESIGN

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

YEAR 1	YEAR 2
<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas.</p> <p>To use drawing, painting and sculpture to develop and share their experiences.</p> <p>To use drawing, painting and sculpture to develop and share their imagination.</p> <p>TO develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers.</p> <p>To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p>	

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
To create sketchbooks to record observations	To create sketchbooks to record observations	To create sketchbooks to record observations	To create sketchbooks to record observations
		To use sketchbooks to review and re-visit ideas.	To use sketchbooks to review and re-visit ideas.
To improve mastery of art and design techniques: Drawing, painting and sculpture (incl pencil, charcoal, different types of paint and clay)	To improve mastery of art and design techniques: Drawing, painting and sculpture (incl pencil, charcoal, different types of paint and clay)	To improve mastery of art and design techniques: Drawing, painting and sculpture (incl pencil, charcoal, different types of paint and clay)	To improve mastery of art and design techniques: Drawing, painting and sculpture (incl pencil, charcoal, different types of paint and clay)
Artists and designers	Artists and designers	Artists, designers and architects	Artists, designers and architects

MUSIC

KEY STAGE 1
Pupils should be taught to:
Use their voice 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 interrelated dimensions of music.

MUSIC

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Play and perform in solo and ensemble contexts, using voices and playing musical instruments.	Play and perform in solo and ensemble contexts, using voices and playing musical instruments.	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Improvise and compose music for a range of purposes.	Improvise and compose music for a range of purposes.	Improvise and compose music for a range of purposes.	Improvise and compose music for a range of purposes.
Listen with attention to detail and recall sounds with increasing aural memory.	Listen with attention to detail and recall sounds with increasing aural memory.	Use and understand staff and other musical notations.	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.	Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.	Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians.
Develop an understanding of the history of music.	Develop an understanding of the history of music.	Develop an understanding of the history of music.	Develop an understanding of the history of music.

PHYSICAL EDUCATION

Key stage 1	Key stage 2
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	Use running, jumping, throwing and catching in isolation and in combination
Participate in team games, developing simple tactics for attacking and defending	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
Perform dances using simple movement patterns	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
<p>SWIMMING AND WATER SAFETY</p> <ul style="list-style-type: none"> • 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] <ul style="list-style-type: none"> • perform safe self-rescue in different water-based situations 	