

Key Stage 2

Four Year Curriculum Plan

2018-2022



The following document is an overview of our curriculum for the next four years. These topics are the basis for our learning journeys across each half term. For more detailed planning, an annual curriculum plan is prepared by each class teacher. Each half term, class teachers produce a half-termly topic map and newsletter which explains what will be covered in each subject. Previous newsletters can be found on our school website. For information about our RE and Music Curriculum, please see our separate curriculum documents.

Four Year Curriculum Plan

| Key Stage 2 | Year A (2018 - 2019) | Year B (2019 - 2020) | Year C (2020 - 2021) | Year D (2021 – 2022) |
|-------------|--|---|---|---|
| Autumn 1 | World War II (History) | Romans – National and local impact (History) | Ancient Greece (History) | Vikings and Anglo- Saxons – Invasion → Settlement (History) |
| Autumn 2 | Authors (English) | How do we compare? City in UK, Brazil and France (Geography) | Explosive World (Geography/ Science) | Water (Geography/ Science) |
| Spring 1 | Sculpture (Art) | Artists (Art) | Changing Power of Monarchs (History) | Ancient Egypt (History) |
| Spring 2 | Early Britain – Stone → Iron Age (History) | Forces (Science) | Toys/Inventions (DT) | Bridges – Design → Make → Evaluate (DT) |
| Summer 1 | Great Britain's Geography (Geography) | The Kingdom of Benin (History) | Looking After Ourselves (Science/PSHE/RE) | Living Things (Science) |
| Summer 2 | Build a Computer Game (Computing) | Food (DT/Science) | Eco (Science/PSHE) | Map Reading (Geography) |

Key Stage 2 Curriculum Overview Plan: 2018 - 2019



| Term and Topic | Subject Content (NC) | Curriculum Links | Science Link (Scheme) |
|---------------------------|---|--|---|
| World War II (History) | <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history, for example, the first railways or the Battle of Britain | History Maths English Computing Art | Y6 – Topic 4 - Let it Shine Y5 – Topic 2 – Material World Y3 – Topic 3 - Light |
| Authors (English) | <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate | English DT History Geography English | Y6 – Topic 2 – Staying Alive (complete topic from last year – impact on the way our bodies function) Y5 – Topic 6 – Super Scientists Y3 – Topic 6 – We are astronauts |
| Sculpture (Art) | <p>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. Pupils should be taught:</p> <ul style="list-style-type: none"> 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. When designing and making, pupils should be taught to: <p>Design</p> | DT Art Computing English Maths | Y6 - Y5 – Topic 1 – Out of this world – Space (Y6 to complete this topic as did not complete during Y5) Y5 – Topic 1 – Out of this world – Space Y4 – Unit 3 – States of Matter |

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| | <ul style="list-style-type: none"> 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>Make</p> <ul style="list-style-type: none"> 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>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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>Early Britain – Stone → Iron Age (History)</p> | <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Changes in Britain from the Stone Age to the Iron Age <p>This could include:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture | <p>History English Maths</p> | <p>Y6 – Y5 Topic 5 – Growing up and growing old Y6 to complete this topic as did not complete during Y5) (Could do Sex and Relationships Education across UKS2 during this half term)</p> <p>Y5 – Topic 5 – Growing up and growing old (could do Sex and Relationships Education across UKS2 during this half term)</p> <p>Y3 – Topic 1 - Rocks</p> |
| <p>Great Britain's Geography (Geography)</p> | <ul style="list-style-type: none"> 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 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 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. | <p>Geography Maths English Computing Science</p> | <p>Y6 – Topic 1 - Classifying Critters – living things and their habitats</p> <p>Y5 – Topic 3 - Circle of Life – Plants, animal behaviour</p> <p>Y4 – Unit 2 – Living Things</p> |

Build a Computer Game
(Computing)

- 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.

Computing
English
Maths

Y6 – Topic 5 – Electrifying

Y5 – Topic 4 – Let's get moving

Y3 – Topic 5 - Magnets

Key Stage 2 Curriculum Overview Plan: 2019 - 2020



| Term and Topic | Subject Content (NC) | Curriculum Links | Science Link |
|---|---|---|---|
| Romans – National and local impact (History) | <p>The Roman Empire and its impact on Britain Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | History Geography Maths English Science | Y6 – Topic 5 – Electrifying! Y5 – Topic 6 – Super Scientists Y4 – Topic 5 - Power Up |
| How do we compare? City in UK, Brazil and France (Geography) | <p>Locational knowledge</p> <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography describe and understand key aspects of:</p> <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... | Geography History English Maths Science | Y6 – Topic 1 – Classifying Critters Y5 – Topic 3 – Circle of Life Y4 – Unit 4 - Teeth |
| Artists (Art) | <p>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. Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas | Art DT History Maths English | Y6 – Topic 4 - Let is shine Y5 – Topic 1 – Out of this world Y4 – Topic 1 - Sound |

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| | <ul style="list-style-type: none"> 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. | | |
| Forces (Science) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Science Maths English History DT | <p>Y6 – Topic 2 – Staying Alive (use some science from Y5 – Let's Get Moving)</p> <p>Y5 – Topic 4 – Let's get moving</p> <p>Y3 – Unit 5 - Magnets</p> |
| The Kingdom of Benin (History) | <p>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.</p> | History Geography Maths English | <p>Y6 – Topic 6 – We are dinosaur hunters</p> <p>Y5 - Topic 2 – Material World</p> <p>Y4 – Unit 6 – Brilliant Bubbles</p> |
| Food (DT/Science) | <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <ul style="list-style-type: none"> 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. | DT Art Maths English Science | <p>Y6 – Topic 3 – We're Evolving</p> <p>Y5 – Topic 5 – Growing up and growing old</p> <p>Y3 – Topic 2 – Food and our bodies</p> |

Key Stage 2 Curriculum Overview Plan: 2020 - 2021



| Term and Topic | Subject Content (NC) | Curriculum Links | Science Link |
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| Ancient Greece (History) | Ancient Greece – a study of Greek life and achievements and their influence on the western world | History Geography English Maths Art DT | Y6 – Topic 5 – Electrifying! Y5 – Topic 6 – Super Scientists Y3 – Topic 1 - Rocks |
| Explosive World (Geography/Science) | <ul style="list-style-type: none"> 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 | Geography English Maths Art DT | Y6 – Topic 1 – Classifying Critters Y5 – Topic 1 – Out of this world Y3 – Topic 6 – We are astronauts |
| Changing Power of Monarchs (History) | <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria | History Geography English Maths Art DT Music RE | Y6 – Topic 4 - Let is shine Y5 – Topic 3 – Circle of Life Y4 – Unit 3 – States of Matter |
| Toys/Inventions (DT) | <p>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, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 | DT Art History Geography Maths English | Y6 – Topic 6 – We are dinosaur hunters Y5 – Topic 4 – Let's get moving Y3 – Topic 3 - Light |

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| | <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world | | |
| Looking After Ourselves (Science/PSHE/RE) | <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <ul style="list-style-type: none"> 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. | Science History Maths English DT PE RE PSHE | Y6 – Topic 2 – Staying Alive Y5 – Topic 5 – Growing up and growing old Y3 – Topic 2 – Food and our bodies |
| Eco (Science/PSHE) | <p>Overview of science curriculum (purpose of study): A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p> | Science History Maths English DT PE PSHE | Y6 – Topic 3 – We're Evolving Y5 - Topic 2 – Material World Y3 – Topic 5 - Magnets |

Key Stage 2 Curriculum Overview Plan: 2021 - 2022



| Term and Topic | Subject Content (NC) | Curriculum Links | Science Link |
|--|--|---|---|
| Vikings and Anglo-Saxons – Invasion → Settlement (History) | <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 | <p>History Geography English Art RE DT Maths Music</p> | <p>Y6 – Topic 5 – Electrifying!</p> <p>Y5 – Topic 6 – Super Scientists</p> <p>Y4 – Topic 5 - Power Up</p> |
| Water (Geography/Science) | <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Geography Science Maths English</p> | <p>Y6 – Topic 6 – We are dinosaur hunters</p> <p>Y5 - Topic 2 – Material World</p> <p>Y4 – Unit 6 – Brilliant Bubbles</p> |
| Ancient Egypt (History) | <p>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</p> | <p>History Geography English Art RE DT Maths PE Music</p> | <p>Y6 – Topic 4 - Let is shine</p> <p>Y5 – Topic 1 – Out of this world</p> <p>Y4 – Topic 1 - Sound</p> |
| Bridges – Design → Make → Evaluate (DT) | <p>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, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • 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 | <p>DT Art English Maths Geography</p> | <p>Y6 – Topic 2 – Staying Alive</p> <p>Y5 – Topic 4 – Let's get moving</p> <p>Y4 – Unit 4 - Teeth</p> |

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| | <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 | | |
| <p>Living Things (Science)</p> | <p>Year 3:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Year 4:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. | <p>Science English Maths Geography Art</p> | <p>Y6 – Topic 1 – Classifying Critters Y5 – Topic 3 – Circle of Life Y4 – Unit 2 – Living Things</p> |

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| | <p>Year 5:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. <p>Year 6:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. |
| <p>Map Reading (Geography)</p> | <ul style="list-style-type: none"> 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. <p>Geography Maths English Art</p> <p>Y6 – Topic 3 – We're Evolving Y5 – Topic 5 – Growing up and growing old Y3 – Unit 5 - Magnets</p> |