

Lower Key Stage 2 Curriculum Map: 2016-17
Identifying National Curriculum Coverage Across All Topics

Foundation Subjects:	National Curriculum Coverage:	Tech Know	Be a Good Sport	Awesome Africa
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]	Red	Green	Blue
	about great artists, architects and designers in history			
Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Red		D
	use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Red		
	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Red		
	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			Blue
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		Green	Blue
	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		Green	Blue
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Red	Green	Blue
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			Blue
	Make generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Red		Blue
	Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Red		Blue
	Evaluate 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	Red		Blue
	Evaluate investigate and analyse a range of existing products			Blue
	Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			Blue
	Technical knowledge understand how key events and individuals in design and technology have helped shape the world			Blue
	Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures			Blue
	Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			Blue
	Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]			Blue
	Cooking & nutrition apply their understanding of computing to program, monitor and control their products.			Blue
	Cooking & nutrition understand and apply the principles of a healthy and varied diet			Blue
	Cooking & nutrition prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			Blue
	Cooking & nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			Blue
	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		Green
Locational knowledge 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				Blue
Place knowledge 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)			Green	
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				Blue
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			Green	Blue
Human and physical geography describe and understand key aspects of 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				Blue
Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			Green	Blue
History	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			Blue
	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.			
	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	Red		
	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		Green	
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.			Blue	
Music (where applicable)	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Red	Green	Blue
	improvise and compose music for a range of purposes using the inter-related dimensions of music	Red	Green	Blue
	listen with attention to detail and recall sounds with increasing aural memory	Red	Green	Blue
	use and understand staff and other musical notations	Red	Green	Blue
	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Red	Green	Blue
	develop an understanding of the history of music.		Green	Blue
Physical Education (where applicable)	use running, jumping, throwing and catching in isolation and in combination	Red	Green	Blue
	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	Red	Green	Blue
	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Red	Green	Blue
	perform dances using a range of movement patterns	Red	Green	Blue
	take part in outdoor and adventurous activity challenges both individually and within a team	Red	Green	Blue
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Red	Green	Blue
	swim competently, confidently and proficiently over a distance of at least 25 metres	Red	Green	Blue
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Red	Green	Blue
	perform safe self-rescue in different water-based situations.	Red	Green	Blue