

**Lower Key Stage 2 Curriculum Map 2017 - 18:**  
**Identifying National Curriculum Coverage Across All Topics**

Foundation Subjects:	National Curriculum Coverage:	Walk Like an Egyptian	The Animal Genre	Changing face of fashion	
Art and Design	<ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ 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]</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ about great artists, architects and designers in history</li> </ul>				
Computing	<ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>				
Design and Technology	Design	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>			
	Make	<ul style="list-style-type: none"> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>			
	Evaluate	<ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ 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</li> </ul>			
	Technical knowledge	<ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul>			
	Cooking & nutrition	<ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ apply their understanding of computing to program, monitor and control their products.</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>			
Geography	Locational knowledge	<ul style="list-style-type: none"> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>			
	Place knowledge	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ 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</li> </ul>			
	Human and physical geography	<ul style="list-style-type: none"> <li>▪ 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)</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ 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</li> </ul>			
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>▪ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ 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</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ 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</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>			
History	<ul style="list-style-type: none"> <li>▪ changes in Britain from the Stone Age to the Iron Age</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ the Roman Empire and its impact on Britain</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ Britain's settlement by Anglo-Saxons and Scots</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ a local history study</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>				
<ul style="list-style-type: none"> <li>▪ 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</li> </ul>					

	900-1300.			
<i>Music</i> <i>(where applicable)</i>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>			
	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>			
	<ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>			
	<ul style="list-style-type: none"> <li>use and understand staff and other musical notations</li> </ul>			
	<ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>			
	<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>			
<i>Physical Education</i> <i>(where applicable)</i>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>			
	<ul style="list-style-type: none"> <li>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</li> </ul>			
	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>			
	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>			
	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>			
	<ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> </ul>			
	<ul style="list-style-type: none"> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>			
	<ul style="list-style-type: none"> <li>perform safe self-rescue in different water-based situations.</li> </ul>			