

**Sun 2016-17 Upper Key Stage 2 Curriculum Map: 2016-17**  
**Identifying National Curriculum Coverage Across All Topics**

Foundation Subjects:	National Curriculum Coverage:	Mysteries	China	Helmingham Child		
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]					
	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					
	use sequence, selection, and repetition in programs; work with variables and various forms of input and output					
	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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content					
	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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
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				
		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 [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				
		investigate and analyse a range of existing products				
	Evaluate	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 their understanding of how to strengthen, stiffen and reinforce more complex structures			
			understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			
	Cooking & nutrition	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]				
apply their understanding of computing to program, monitor and control their products.						
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						
Geography	Locational knowledge	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.				
		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				
	Place 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				
		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)				
		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				
		describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle				
	Geographical skills and fieldwork	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				
		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.				
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 to the time of Edward the Confessor					
	a local history study					
	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					
Music (where applicable)	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.					
	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression					
	improvise and compose music for a range of purposes using the inter-related dimensions of music					
	listen with attention to detail and recall sounds with increasing aural memory					
	use and understand staff and other musical notations					
Physical Education (where applicable)	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					
	develop an understanding of the history of music.					
	use running, jumping, throwing and catching in isolation and in combination					
	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					
	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.					
Physical Education (where applicable)	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]					
	perform safe self-rescue in different water-based situations.					