

Upper Key Stage Two Curriculum Map Identifying coverage across all subjects in Theme

	Identifying coverage across all subject				ear 5			Year 6						
Foundation Subject	National Curriculum Coverage	100.0												
		Ancient Egypt	Neil Armstrong	Smugglers of Wirral	Chocolate	Anglo Saxons and Vikings	Life Cycles	Alfred Wallace	WW2	Judaism/ Human body	Titanic	Youre hired	New Brighton	
	*to create sketch books to record their observations and use them to review													
Art & Design	 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													
	♣ 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													
Computing (where applicable)	• 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													
аррисавие)	 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;													
Design & Technology	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													
Design	 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													
mare	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 their ideas and products against their own design criteria and													
Evaluate	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	 apply their understanding of how to strengthen, stiffen and reinforce more complex structures 													
knowledge	 understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 													
	 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													
Cooking & nutrition	* prepare and cook a variety of predominantly savoury dishes using a range													
Hadreion	of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.													
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													



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	* 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											
Place knowledge	time zones (including day and night)											
	* 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 and	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											
physical geography Geographical skills and fieldwork	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle											
	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											
	* 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											
History	* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor											
riistoi y	* 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											
	♣ 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	D	D	D	D	D	D	D	D	D	D	
Music (where applicable)	improvise and compose music for a range of purposes using the interrelated dimensions of music	D	D	D	D	D	D	D	D	D	D	
	* listen with attention to detail and recall sounds with increasing aural memory	D	D	D	D	D	~	D	D	D	D	
	* use and understand staff and other musical notations	D	D	D	D	D	D	D	D	D	D	
	 appreciate and understand a wide range of high -quality live and recorded music drawn from different traditions and from great composers and musicians 	D	D	D	D	D	1	D	D	D	D	
	♣ develop an understanding of the history of music.	D	D	D	D	D	D	D	D	D	D	