

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

	National Curriculum Coverage	Year 3							Year 4						
Foundation Subject		European	Greece	Stone Age	Volcanoes	Port Sunlight		Liverpool	Slavery	Rainforests	Deforestati	Romans	Chester		
Art & 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 (where applicable)	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 & 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														
	* 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 apply their understanding of how to strengthen, stiffen and 														
Technical	reinforce more complex structures • understand and use mechanical systems in their products [for														
knowledge	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 of cooking techniques 														
	* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed														



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	Identifying coverage across all subj	jects	in	inei	ne				
Geography	* locate the world's countries, using maps to focus on Europe								
Locational	(including the location of Russia) and North and South America,								
knowledge	concentrating on their environmental regions, key physical and								
Kilowicuge	human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom,								
	geographical regions and their identifying human and physical								
Place	characteristics, key topographical features (including hills,								
knowledge	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								
Human and	night)								
physical	 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								
geography	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	describe and understand key aspects of human geography,								
	including: types of settlement and land use, economic activity								
skills and	including trade links, and the distribution of natural resources								
fieldwork	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								
	the Roman Empire and its impact on britain								
	A Britain's settlement by Anglo-Saxons and Scots								
	, ,								
	* the Viking and Anglo-Saxon struggle for the Kingdom of England								
History	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								
	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.								
	* 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								
	* 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								
Music	aural memory								
(where	use and understand staff and other musical notations								
applicable)	a page of the good condensation of a coldensation of Children and Dec. 19								
	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.								
	and								
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