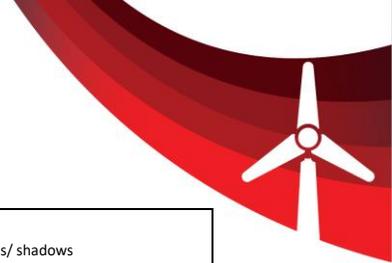




## Curriculum Map – Key Stage 2

### Millhouse Primary School

Subject	KS	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<b>Science</b>	KS2	<p><i>Working scientifically</i></p> <p><i>Can ask relevant questions and using different types of scientific enquiries to answer them</i></p> <p><i>Can set up simple practical enquiries, comparative and fair tests</i></p>			
	Y3/4	<p><i>Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i></p> <p><i>Can gather, record, classify and present data in a variety of ways to help in answering questions</i></p> <p><i>Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i></p> <p><i>Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i></p> <p><i>Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></p> <p><i>Can identify differences, similarities or changes related to simple scientific ideas and processes</i></p> <p><i>Can use straightforward scientific evidence to answer questions or to support their findings.</i></p> <p><i>Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></p> <p><i>Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></p>			
	Y5/6	<p><i>Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i></p> <p><i>Can use test results to make predictions to set up further comparative and fair tests</i></p> <p><i>Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i></p> <p><i>Can identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>			
Y3/4	Plants: including parts, lifecycle and requirements for life Living things and their habitats: classification of living things Animals including humans: skeletons & nutrition Animals including humans: digestive system & teeth/food chains States of Matter: solids, liquids,gases/ heating and cooling/ water cycle Rocks: Classification of rock types/ simple understanding of fossilisation	Sound: vibrations/ pitch and volume Electricity: simple circuits/ switches/ conductors and insulators Forces and magnets: simple forces, including magnetism Light: sources of light; shadows & reflections	Plants: including parts, lifecycle and requirements for life Living things and their habitats: classification of living things Animals including humans: skeletons & nutrition Animals including humans: digestive system & teeth/food chains States of Matter: solids, liquids,gases/ heating and cooling/ water cycle Rocks: Classification of rock types/ simple understanding of fossilisation	Sound: vibrations/ pitch and volume Electricity: simple circuits/ switches/ conductors and insulators Forces and magnets: simple forces, including magnetism Light: sources of light; shadows & reflections	



	Y5/6	<p>Living things and their habitats: classification, Living things and their habitats: life cycles/ reproduction in some plants and animals</p> <p>Animals including humans: health &amp; lifestyles/ transportation of nutrients and water/ circulatory system</p> <p>Animals including humans: describe changes as humans develop &amp; mature</p> <p>Evolution &amp; Inheritance</p> <p>Properties and changes of materials: classifying materials / mixtures &amp; solutions/ reversible and irreversible changes</p>	<p>Light: how light travels/ shadows</p> <p>Electricity: investigating circuits/ circuit diagrams</p> <p>Earth and Space: sun, earth, moon/ day and night</p> <p>Forces: gravity/ air resistance/ friction/ levers, pulleys, gears</p>	<p>Living things and their habitats: classification, Living things and their habitats: life cycles/ reproduction in some plants and animals</p> <p>Animals including humans: health &amp; lifestyles/ transportation of nutrients and water/ circulatory system</p> <p>Animals including humans: describe changes as humans develop &amp; mature</p> <p>Evolution &amp; Inheritance</p> <p>Properties and changes of materials: classifying materials / mixtures &amp; solutions/ reversible and irreversible changes</p>	<p>Light: how light travels/ shadows</p> <p>Electricity: investigating circuits/ circuit diagrams</p> <p>Earth and Space: sun, earth, moon/ day and night</p> <p>Forces: gravity/ air resistance/ friction/ levers, pulleys, gears</p>
<b>History</b>	KS2	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> This could include:</p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture – Stig of the Dump</li> </ul> <p><b>Roman Empire and its impact on Britain</b> This could include:</p> <ul style="list-style-type: none"> <li>- Julius Caesar’s attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42 and the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>- British resistance, e.g. Boudica</li> <li>- “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p><b>Britain’s settlement by Anglo-Saxons and Scots</b> VIKING BOY This could include:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> This could include:</p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>	<p><b>A study of an aspect or theme in British history extends chronological knowledge beyond 1066/</b> <b>Local history</b> Childhood inc. Victorians- theme and local history</p> <p><b>The achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p>	<p><b>A non-European society</b> - one study chosen from:</p> <ul style="list-style-type: none"> <li>- Early Islamic civilization, c. AD 900;</li> <li>- Mayan civilization c. AD 900;</li> <li>- Benin c. AD 900-1300.</li> </ul> <p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p>



<b>Geography</b>	KS2	<p>Where in the world are there Volcanoes and earthquakes?</p> <p>San Andreas Fault</p> <p>N America</p> <p>(Physical driver)</p>	<p>Rivers (link to history unit) Water-cycle</p> <p>Link to</p> <p>Local geography -</p> <p>Why is Millhouse called Millhouse?</p> <p>Settlements/ land use (link to history units)</p> <p>Mountains</p> <p>Distribution of natural resources including energy, food, minerals and water. Trade section within rivers topic.</p> <p>(Human driver)</p>	<p>Region in North/South America -</p> <p>Amazonian rainforest</p> <p>- Climate zones</p> <p>- Biomes/ vegetation belts</p> <p>- Fair trade (economic activity)</p> <p>(Physical driver)</p>	<p>Region in European country (link to ancient Greek history unit)</p> <p>Region of UK: (Should be compare to U EU and USA)</p> <p>- Coasts (inc. erosion)</p> <p>- Economic activity tourism</p> <p>Distribution of natural resources including energy, food, minerals and water. Trade section within rivers topic.</p> <p>(Human driver)</p>
	KS2 – across topics	<p>Can 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</p> <p>Can 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</p> <p>Can 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)</p>			
<b>Computing</b>	KS2	<p>Pupils should be taught to:</p> <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> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <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> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <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> <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>			
<b>Art</b>	KS2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>☑ to create sketch books to record their observations and use them to review and revisit ideas</li> <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> <li>☑ about great artists, architects and designers in history.</li> </ul>			



<b>DT</b>	KS2	Structures	Electrical systems (Y5/6 linked to control) Fair Ground	Structures Bridges	Mechanical systems	
		Cooking: understand and apply the principles of a healthy and varied diet <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.				
<b>Music</b>	KS2	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music.				
	LKS2 Music Express	Around the World – Pitch y4. P.23 Poetry – Performance Y4. P8 Communication – Composition – y3. P29	Building (Beat) Y3. P.11 In the past (Notation) y4 P38 Recycling (structure) Y4. P.17	China – Pitch y3. P.20 Ancient worlds – structure y3 P.38 Geography – Composition Y3. P8 (Ongoing cycle 1,2,3,4 French songs – Y3)	Time (beat) P.35 y4 Food and drink (performance) Y4 P.41 Ancient Worlds – structure P.38 y3	
	UKS2 Music Express	At The Movies – Comp Roots – Y6 Keeping Healthy – Beat	Solar System – Listening World Unite – Y6 (World Cup) Life Cycles - Structure	Keeping Healthy – Beat Roots – Y6 Our Community - Performance	Solar System – Listening World Unite – Y6 Olympics Life Cycles - Structure	
<b>RE</b>	KS2	Beliefs and questions Teaching and authority	Worship, pilgrimage and sacred places The journey of life and death	Symbols and religious expression Inspirational people	Religion and the individual Religion, family and community/ Beliefs and actions in the world	
<b>PSHE</b>	KS2	JIGSAW SCHEME OF WORK				
<b>PE</b>	KS2	Real PE – Fundamentals Invasion Games/ Gymnastics/ Dance/ Athletics/ Striking and Fielding / Swimming (Class 5)/ Outdoor and Adventurous				
	LKS2	Football	Relays – multi-skills	Dance / Gymnastics	Rugby / Multi-skills	Cricket / Rounders Athletics



	UKS2	Football	Dance / Fitness	Netball/ Gymnastics	Rugby / Fitness	Cricket / Rounders	Athletics
<b>MFL</b>	KS2	Jolie Ronde					