

# Curriculum Map KS2

## Writing

**Narrative**

- Write stories set in places pupils have been.
- Write stories that contain mythical legendary or historical characters or events.
- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters.
- Write plays.
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

**Non-fiction**

- Write instructions.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write non–chronological reports.
- Write biographies.
- Write in a journalistic style.
- Write arguments.
- Write formally.

**Poetry**

- Learn by heart and perform a significant poem.
- Write haiku.
- Write cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor).

**Note:** Only the following are statutory at KS2:

- narratives
- non-fiction
- poetry.

## Reading

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

## Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well–constructed points.

## Mathematics

- Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.
- Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.
- Explore numbers and place value so as to read and understand the value of all numbers.
- Add and subtract using efficient mental and formal written methods.
- Multiply and divide using efficient mental and formal written methods.
- Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.
- Describe position, direction and movement in increasingly precise ways.
- Use and apply measures to increasingly complex contexts.
- Gather, organise and interrogate data.
- Understand the practical value of using algebra.

## Art and design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

## Computing

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## Science

**Working scientifically**

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

**Biology**

**Plants**

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

**Evolution and inheritance**

- Look at resemblance in offspring.
- Look at changes in animals over time.
- Look at adaptation to environments.
- Look at differences in offspring.
- Look at adaptation and evolution.
- Look at changes to the human skeleton over time.

**Animals and humans**

- Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.
- Look at the digestive system in humans.
- Look at teeth.
- Look at the human circulatory system.

**All living things**

- Identify and name plants and animals
- Look at classification keys.
- Look at the life cycle of animals and plants.
- Look at classification of plants, animals and micro organisms.
- Look at reproduction in plants and animals, and human growth and changes.
- Look at the effect of diet and exercise and drugs.

**Chemistry**

**Rocks and fossils**

- Compare and group rocks and describe the formation of fossils.

**States of matter**

- Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

**Materials**

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
- Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.

**Physics**

**Light**

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.

**Sound**

- Look at sources, vibration, volume and pitch.

**Electricity**

- Look at appliances, circuits, lamps, switches, insulators and conductors.
- Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

**Forces and magnets**

- Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
- Look at poles, attraction and repulsion.
- Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers and springs.

**Earth and space**

- Look at the movement of the Earth and the moon.
- Explain day and night.

## Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

**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, such as 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.

**Evaluate**

- investigate and analyse a range of existing products.
- 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, such as gears, pulleys, cams, levers and linkages.
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
- apply their understanding of computing to programme, monitor and control their products.

**Cooking and nutrition**

- 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.
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

## Languages

- In the chosen modern language:
  - Speak
  - Read
  - Write
- Look at the culture of the countries where the language is spoken.
- If an ancient language is chosen, read, translate and explore the culture of the time.

## Music

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

## Geography

- Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils.
- Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area 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
  - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record 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.
- A local history study.
- A study of a theme in British history.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece.
- A non- European society that contrasts with British history chosen from:
  - Early Islamic Civilization
  - Mayan Civilization
  - Benin.

History of interest to pupils

## Personal development

- Discuss and learn techniques to improve in the eight areas of ‘success’.
- Study role models who have achieved success.
- Study those who have lost success and relate this to the eight areas of ‘success’.

## Physical education

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
- Take part in gymnastics activities.
- Take part in athletics activities.
- Perform dances.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

## Religious education

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils