Key Stage 2 Curriculum Map: Identifying National Curriculum Coverage Across All Subject Areas

Subject	National Curriculum Coverage	Cycle A						Cycle B						Cycle C						Cycle D					
		Britain from Stone Age to Iron Age	Caring for our environment (Fieldwork)	Early Civilisations – Ancient Egypt		Coasts - (Fieldwork - St Bees)	Ancient Greece	Romans in Britain (local history - Vindolanda)		The Americas – North and South	Mayan Civilisations	Extreme Earth and the water cycle - fieldwork	The Saxons - Penrith Museum and the giant grave	Vikings (Tullie House Exhibition)	Biomes - (Fieldwork)	Tudor Monarchs and Discovery		Fairtrade		The Victorians (Beamish Museum)	Cumbria - Eden Valley and the Lake District (Lake District Field	The Second World War (Eden Camp)		Our European Neighbours	
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																								
	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)																								
	Place Knowledge: 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																								
	Human and Physical Geography: 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water																								
	Geographical Skills and Fieldwork: 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																								
	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.																								
		Online Safety Y3 and Y5	**Programming** Further Coding , Programming music	**Computing Systems - Ema**iling, Bletchley Park	**Computing Systems - I**nside a computer **Creating Media** - History of computers	**Creating Media** - Website Design, Stop Motion Animation	**Data Handling** - Comparison card databases, Big Data 1	**Online Safety**: Y4 and Y6	**Programming:** Scratch, Lego Wedo	**Computing Systems and Networks** Networks, Search Engines	**Computing Systems and Networks,** Collaborative Learning , Microbit	**Skills Showcase:** HTML, Inventing a Product	**Data handling:** Investigating Weather, Big Data 2	**Online Safety** Y3 and Y5	**Programming** Further Coding , Programming music	**Computing Systems - Ema**iling, Bletchley Park	**Computing Systems - I**nside a computer **Creating Media** - History of computers	**Creating Media** - Website Design, Stop Motion Animation	**Data Handling** - Comparison card databases, Big Data 1	**Online Safety**: Y4 and Y6	**Programming:** Scratch, Lego Wedo	**Computing Systems and Networks** Networks, Search Engines	**Computing Systems and Networks,** Collaborative Learning , Microbit	**Skills Showcase:** HTML, Inventing a Product	**Data handling:** Investigating Weather, Big Data 2
Computing	to 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.																								
		Set Design	Packaging	Exploring Pattern	Sandwich Snacks	Typography & Maps	Moving Monsters	Cloth, Thread, Paint	Photograph Frames	2D Drawing to 3D Making	Money Containers	Brave Colour	Storybooks	Set Design	Packaging	Exploring Pattern	Sandwich Snacks	Typography & Maps	Moving Monsters	Cloth, Thread, Paint	Photograph F	2D Drawing to 3D Making	Money Containers	Brave Colour	Storybooks
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																								
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																								
	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately																								
	Make: 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 [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																							
	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																							
		Charanga Plastic	Young voices, Christmas and Nativity performance	Charanga Egypt and BBC Schools Radio - Wonders of the World	Charanga 3 little birds Music and me	School production	Instrument Course – Recorder and Djembe	Instrument course - keyboards Young Voices, Christmas and Nativity	Charanga Mamma Mia Fresh Prince	Charanga Oceans, Seas and Rivers	School Production	Instrument course - keyboards Young Voices, Christmas and Nativity	Charanga The dragon song and Dancing in the street	Charanga Stop! and Happy	School production	Charanga Bringing us together and Livin on a prayer	Young voices, Christmas and Nativity performance	Charanga English folk songs	Charanga National anthems	School production	Instrument course Keyboard and Ukulele
Music	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																					
	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.																					
		Netball/ Trigolf/swimming	Quickticks/Tri-golf	Gymnastics/football	Cross-country/Tag-rugby	Kwik Cricket/ Dance/Outdoor Ed	Tennis/Mini-Olympics	Netball/ Trigolf/swimming	Quickticks/Tri-golf/ Dance	Gymnastics/football	Cross-country/Tag-rugby	Kwik Cricket/ Athletics/Outdoor Ed	Rounders/Mini-Olympics	Horse Riding/Sports Leaders/Swimming	Quickticks/Tri-golf/Dance	Gymnastics/football	Cross-country/Tag-rugby	Kwik Cricket/ Athletics/Outdoor Ed	Tennis/Mini-Olympics	Netball/ Trigolf/swimming	Quickticks/Tri-golf/ Dance	Gymnastics/football	Cross-country/Tag-rugby	Kwik Cricket/ Athletics/Outdoor Ed	Rounders/Mini-Olympics
PE	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.																								
	Swimming and Water Safety swim competently, confidently and proficiently over a distance of at least 25 metres																								
	use a range of strokes effectively																								
	perform safe self-rescue in different water-based situations																								

Our Key Stage 2 curriculum for Science, Religious Education, MFL and RHSE is split into Year 3/4 and Year 5/6, each operating on a two-year cycle:

		Year 3/4												Year 5/6											
		Cycle A						Cycle B						Cycle A						Cycle B					
Subject	**National Curriculum Coverage**	Harvest – saying thank you to God	Christmas – how does Jesus impact people's lives	What is prayer?	Easter – sadness or joy?	Islam – what do different people believe about God?	Christian Art	Why do Christians believe Jesus is the son of God?	Christmas – Jesus the light of the world	Rules for living	Easter – a story of betrayal or trust?	Buddhist Festivals	Churches – are they all the same?	Life as a Journey	Christmas – the true meaning	The nature of God	Easter Victory	Islam - what does it mean to be a Muslim in Britain today?	Christian Art	The Bible	Advent, a time of preparation	– People of faith – how does faith affect people's lives?	Easter – loss, death and hope	Buddhist Worship and Beliefs	Change the world
Religious Education (Objectives from RE Statement of Entitlement for Church Schools, Sept 26)	Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.																								
	Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.																								

	Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.																								
	Grapple with questions of meaning and purpose raised by human existence and experience.																								
	Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.																								
	Develop disciplinary knowledge which equips pupils to be religiously literate.																								
	Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.																								
		Y3/4 Cycle A						**Y3/4 Cycle B**						**Y5/6 Cycle A**						**Y5/6 Cycle B**					
Subject	**National Curriculum Coverage (from 1st September 2026)**	What helps us feel safe and included?	How should we communicate online?	What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	How can I take care of my mind and body?	What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	How can I make healthy choices?	How can I spend my money wisely?	How will my body and emotions change as I grow up?	Why are healthy relationships important?	How am I influenced by what I see online?	How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?	How can I support my mind and body as I grow?	How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	How do my choices today shape my future health?	How can we protect everyone's rights?	Sex education: How do people become parents and carers?
Relationships, Health and Sex Education (RHSE)	Families and people who care for me																								
	Caring friendships																								
	Respectful, kind relationships																								
	Online safety and awareness																								
	Being safe																								
	General wellbeing																								
	Wellbeing online																								
	Physical health and fitness																								
	Healthy eating																								

	Drugs, alcohol, tobacco and vaping																								
	Health protection and prevention																								
	Personal Safety																								
	Basic first aid																								
	Developing bodies																								
	Sex Education																								
		Y3/4 Cycle A						**Y3/4 Cycle B**						**Y5/6 Cycle A**						**Y5/6 Cycle B**					
		- My School, My Local Area	Epiphany, Family Tree, Faces and Parts of the Body, Celebrating Carnival	Feeling well/unwell, Animals, Summertime	A New Start, Calendar, Celebrations	Epiphany, Animals I Like, Carnival Colours	Food We Eat Every Day, Going On A Picnic	Revisiting School, Telling the Time, Everyday Life	Playing and Enjoying Sport, Funfair	Café Culture, Performance Time	School Subjects, Time In the City	Healthy Eating, Going to the Market, Clothes	Visiting the seaside, Performance Time
MFL (French)	listen attentively to spoken language and show understanding by joining in and responding												
	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words												
	engage in conversations; ask and answer questions; express opinions and respond to those of others;												
	speak in sentences, using familiar vocabulary, phrases and basic language structures												
	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases												
	present ideas and information orally to a range of audiences												
	read carefully and show understanding of words, phrases and simple writing												
	appreciate stories, songs, poems and rhymes in the language												
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary												
	write phrases from memory, and adapt these to create new sentences, to express ideas clearly												
	describe people, places, things and actions orally* and in writing												
	understand basic grammar appropriate to the language being studied												
		Y3/4 Cycle A			**Y3/4 Cycle B**			**Y5/6 Cycle A**			**Y5/6 Cycle B**		

Subject	National Curriculum Coverage	Sound	Electricity	Living things and their habitats	Animals including humans	States of matter	Scientists and inventors	Forces	Animals including humans	Light	Plants	Rocks	Scientists and inventors	Electricity	Properties and changes of state	Evolution and inheritance	Animals including humans	Living things and their habitats	Scientists and inventors	Forces	Animals including humans	Light	Earth and Space	ALL Living things and their habitats	Scientists and inventors
Science (Y3/4)	Throughout Key Stage 2, children will be taught the above programmes of study and the associated objectives to ensure full coverage of the National Curriculum. Within these programmes, the children will also have opportunities to work scientifically and will be taught the following practical scientific methods, processes and skills.																								
	asking relevant questions and using different types of scientific enquiries to answer them																								
	setting up simple practical enquiries, comparative and fair tests																								
	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers																								
	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions																								
	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables																								
	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions																								
	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions																								
	identifying differences, similarities or changes related to simple scientific ideas and processes																								
	using straightforward scientific evidence to answer questions or to support their findings.																								
Science (Y5/6)	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary																								
	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate																								
	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs																								
	using test results to make predictions to set up further comparative and fair tests																								
	reporting and presenting 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																								

	identifying scientific evidence that has been used to support or refute ideas or arguments.																								