Key Stage 1 Curriculum Map: Identifying National Curriculum Coverage Across All Subject Areas

Subject	National Curriculum Coverage	Cycle A						Cycle B					
		Changes Within Living Memory - Toys	Where We live	Castles - local history	The Seasons	Significant Individuals - Explorers	Life if the city	Great Fire of London	Map Makers	Arctic Adventures	Significant Individuals - Lady Ann Clifford	Changes within living memory - shops	Contrasting localities – Africa
Geography	**Locational Knowledge:** name and locate the world's seven continents and five oceans		■				■			■			■
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		■				■						
	Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		■				■						■
	Human and Physical Geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		■		■					■			■
	use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		■				■		■				
	Geographical Skills and Fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		■						■	■			■
	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		■						■				
	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		■						■				
	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		■						■				
History	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	■										■	
	events beyond living memory that are significant nationally or globally					■		■					
	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	■				■		■			■		
	significant historical events, people and places in their own locality.			■							■		

		Animals including humans	Uses of everyday material	The Environment	Living things and their habitats	Plants	Scientists and inventors	Animals including humans	Seasonal Changes Autumn/	Everyday materials	Seasonal Changes Summer/	Plants	Scientists and inventors
Science	In Years 1 and 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 simple questions and recognising that they can be answered in different ways												
	observing closely, using simple equipment												
	performing simple tests												
	identifying and classifying												
	using their observations and ideas to suggest answers to questions												
	gathering and recording data to help in answering questions												
		Online Safety Y2 (4 lessons) What is a computer?	Programming Algorithms / debugging	Word Processing	Programming: Scratch Jr	Creating Media: Stop Motion	Data Handling: International Space Station	Online Safety Y1 (4 lessons) Improving mouse skills	Programming: Algorithms Unplugged	Skills Showcase: Rocket to the moon	Programming: Beebots	Creating Media: Digital Imagery	Data Handling: Introduction to data
Computing	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions												
	create and debug simple programs												
	use logical reasoning to predict the behaviour of simple programs												
	use technology purposefully to create, organise, store, manipulate and retrieve digital content												
	recognise common uses of information technology beyond school												
	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies												
		Spirals	Moving Pictures	Simple Printing	Playgrounds	Making Birds	Eat More Fruit and Vegetables	Explore and Draw	Vehicles	Expressive Painting	Puppets	Stick Transformation Project	African Art
Art and Design	to use a range of materials creatively to design and make products												
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination												
	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space												
	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.												

Design and Technology	**Design** design purposeful, functional, appealing products for themselves and other users based on design criteria												
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology												
	Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]												
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics												
	Evaluate explore and evaluate a range of existing products												
	evaluate their ideas and products against design criteria												
	Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable												
	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products												
		Charanga Hey you	Christmas and Nativity performances	Charanga Castles and BBC Schools Radio - Knights. castles and dragons	Charanga Zootime	Charanga Journeys and school production	BBC S.R Code Crackers	BBC S.R Great fire of London	Christmas and Nativity performances	Charanga Your imagination, BBC Schools Radio Antarctica	Charanga Hands, feet, heart	BBC S.R Snail and the whale and school production	Charangaga Africa and BBC Schools Radio Handas hen
Music	use their voices expressively and creatively by singing songs and speaking chants and rhymes												
	play tuned and untuned instruments musically												
	listen with concentration and understanding to a range of high-quality live and recorded music												
	experiment with, create, select and combine sounds using the inter-related dimensions of music												
		Horse Riding/ Multi-sports /Swimming	Gymnastics	Dance/ Swimming	Fundamentals/ Ball skills	Fundamentals	Fundamentals/ ball skills	Fundamentals/Swimming	Gymnastics	Dance/ Swimming	Fundamentals/ Ball skills	Fundamentals	Fundamentals/ ball skills
PE	to master movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities.												
	to participate in team games, developing simple tactics for attacking and defending												
	to perform dances using simple movement patterns												
	to swim competently and confidently over a distance of at least 25m												

		Creation – what are your favourite things in creation?	Christmas – why do we give and receive gifts?	Jesus -what made Jesus special?	Easter – what is the most important part of the story?	Islam - who is a Muslim and what do they believe?	Church – why is the church a special place for Christians?	Harvest – how can we help those who don't have a good harvest?	Christmas – why was the birth of Jesus such good news	Jesus – why did Jesus welcome everyone?	Easter – how do symbols help us understand the story of Easter?	Baptism – why is Baptism special?	Bible – why is the Bible a special book?
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.												
		Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Relationships, Health and Sex Education (RHSE) – from 1st Sept 2026	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												