



# **Asby Endowed School**

## **Key Stage 2**

### **Curriculum Map**

*Identifying National Curriculum Coverage Across All Areas*

Class 2: Key Stage 2 (Years 3, 4, 5 and 6) Curriculum Map Identifying National Curriculum Coverage Across All Areas

Foundation Subjects	National Curriculum Coverage	Cycle A 2022-2023			Cycle B 2023-2024			Cycle C 2024-2025			Cycle D 2025 - 2026		
		Incredible Egyptians	Exploring South America & The Mayans	Crime & Punishment Extreme Earth	Brilliant Britain!	Prehistoric Britain	Groovy Greeks	Modern Europe	Roman invaders	Vikings v Anglo-Saxons	British Memorable Monarchs	Rainforests	Asby and Ghana
Art and Design	to create sketch books to record their observations and use them to review and revisit ideas	Throughout the year within the subject											
	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]	Throughout the year within the subject											
	about great artists, architects and designers in history				X		X	X		X	X		
Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Covered in subject lessons											
	use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Covered in subject lessons											
	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Covered in subject lessons											
	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	X	X	X	X	X	X	X	X	X	X	X	X
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	X	X	X	X	X	X	X	X	X	X	X	X
	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	X	X	X	X	X	X	X	X	X	X	X	X
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	X	X	X	X	X	X	X	X	X	X	X	X
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	Throughout the year within the subject										
	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											
	Evaluate	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	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work											
	Evaluate	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			X		X						
	Technical knowledge	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]				X						X	
	Technical knowledge	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		X					X		X		
	Technical knowledge	apply their understanding of computing to program, monitor and control their products.					X						X
	Cooking & nutrition	understand and apply the principles of a healthy and varied diet	X							X			
	Cooking & nutrition	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	X							X			
	Cooking & nutrition	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	X							X			

Foundation Subjects	National Curriculum Coverage	Cycle A 2022-2023			Cycle B 2023-2024			Cycle C 2024-2025			Cycle D 2025 - 2026		
		Incredible Egyptians	Exploring South America & The Mayans	Extreme Earth	Brilliant Britain!	Prehistoric Britain	Groovy Greeks	Modern Europe	Roman invaders	Vikings v Anglo-Saxons	British Memorable Monarchs	Rainforests	Asby and Ghana
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	X	X	X			X	X	X		X	X
		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				X	X		X	X	X		X
	Place knowledge	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 andnight)	Throughout the year within the subject										
		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		X	X	X	X	X	X	X		X	X
		describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		X	X	X	X					X	
	Human and physical geography	describe and understand key aspects of 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	X	X	X	X		X		X	X	X	X
		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Throughout the year within the subject										
		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	Throughout the year within the subject										
	Geographical skills and fieldwork	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.				X				X		X	X
History		changes in Britain from the Stone Age to the Iron Age					X						
		the Roman Empire and its impact on Britain							X				
		Britain’s settlement by Anglo-Saxons and Scots								X			
		the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor								X			
		a local history study											X
		a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066				X					X		X
		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	X										X
		Ancient Greece – a study of Greek life and achievements and their influence on the western world					X						
Music		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Throughout the year within the subject										
		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.											
Physical Education		use running, jumping, throwing and catching in isolation and in combination	Throughout the year within the subject										
		play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,	X	X	X	X	X	X	X	X	X	X	X
		hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	X	X	X	X	X	X	X	X	X	X	X
		develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		X	X		X		X	X		X	X
		perform dances using a range of movement patterns	X	X	X	X	X	X	X	X	X	X	X
		take part in outdoor and adventurous activity challenges both individually and within a team			X		X			X			X
		compare their performances with previous ones and demonstrate improvement to achieve their personal best	Throughout the year within the subject										
		confidently and proficiently over a distance of at least 25 metres		X	X		X	X		X	X		X
		use a range of strokes effectively		X	X		X	X		X	X		X
		perform safe self-rescue in different water-based situations.		X	X		X	X		X	X		X

## Class 2: Key Stage 2 (Years 3, 4, 5 and 6) Curriculum Map Identifying National Curriculum Coverage Across All Topics

Foundation Subjects:	National Curriculum Coverage	Cycle A 2022-2023			Cycle B 2023-2024			Cycle C 2024-2025			Cycle D 2025 - 2026		
		Incredible Egyptians	Exploring South America & The Mayans	Extreme Earth	Brilliant Britain!	Prehistoric Britain	Groovy Greeks	Modern Europe	Roman invaders	Vikings v Anglo-Saxons	British Memorable Monarchs	Rainforests	Asby and Ghana
Religious Education & Worldviews (see Cumbria agreed syllabus)	<ul style="list-style-type: none"><li>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</li></ul>	Throughout the year within the subject											
	<ul style="list-style-type: none"><li>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li></ul>												
	<ul style="list-style-type: none"><li>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li></ul>												
	<ul style="list-style-type: none"><li>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li></ul>												
	<ul style="list-style-type: none"><li>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</li></ul>												
	<ul style="list-style-type: none"><li>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li></ul>												
	<ul style="list-style-type: none"><li>C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li></ul>												
	<ul style="list-style-type: none"><li>C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.</li></ul>												
	<ul style="list-style-type: none"><li>C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li></ul>												
Languages (*content will not apply to ancient languages.)	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in and responding.</li></ul>	Throughout the year within the subject											
	<ul style="list-style-type: none"><li>Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words.</li></ul>												
	<ul style="list-style-type: none"><li>Engage in conversations; ask and answer questions, express opinions and respond to those of others. Seek clarification and help*</li></ul>												
	<ul style="list-style-type: none"><li>Speak in sentences using familiar vocabulary, phrases and basic language structures.</li></ul>												
	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</li></ul>												
	<ul style="list-style-type: none"><li>Present ideas and information orally to a range of audiences*.</li></ul>												
	<ul style="list-style-type: none"><li>Read carefully and show understanding of words, phrases and simple writing.</li></ul>												
	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language.</li></ul>												
	<ul style="list-style-type: none"><li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li></ul>												
	<ul style="list-style-type: none"><li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li></ul>												
	<ul style="list-style-type: none"><li>Describe people, places, things and actions orally* and in writing.</li></ul>												
	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li></ul>												

Class 2: Lower Key Stage 2 (Years 3 and 4) Science Curriculum Map Identifying National Curriculum Coverage Across All Topics

Science:  LKS2	National Curriculum Coverage:	Cycle A 2022-2023			Cycle B 2023-2024			Cycle C 2024-2025			Cycle D 2025 - 2026		
		Incredible Egyptians	Exploring South America & The Mayans	Extreme Earth	Brilliant Britain!	Prehistoric Britain	Groovy Greeks	Modern Europe	Roman invaders	Vikings v Anglo-Saxons	British Memorable Monarchs	Rainforests	Asby and Ghana
Working Scientifically	asking relevant questions and using different types of scientific enquiries to answer them	X	X	X	X	X	X	X	X	X	X	X	X
	setting up simple practical enquiries, comparative and fair tests	X	X	X	X	X	X	X	X	X	X	X	X
	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	X	X	X	X	X	X	X	X	X	X	X	X
	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	X	X	X	X	X	X	X	X	X	X	X	X
	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	X	X	X	X	X	X	X	X	X	X	X	X
	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	X	X	X	X	X	X	X	X	X	X	X	X
	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	X	X	X	X	X	X	X	X	X	X	X	X
	identifying differences, similarities or changes related to simple scientific ideas and processes	X	X	X	X	X	X	X	X	X	X	X	X
	using straightforward scientific evidence to answer questions or to support their findings.	X	X	X	X	X	X	X	X	X	X	X	X
Plants	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers		X						X				
	explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant		X						X				
	investigate the way in which water is transported within plants		X						X				
	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		X						X				
Animals, including humans	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	X		X	X			X		X	X		
	identify that humans and some other animals have skeletons and muscles for support, protection and movement.	X		X	X			X		X	X		
	describe the simple functions of the basic parts of the digestive system in humans	X		X	X			X		X	X		
	identify the different types of teeth in humans and their simple functions	X		X	X			X		X	X		
	construct and interpret a variety of food chains, identifying producers, predators and prey.	X		X	X			X		X	X		
Rocks	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties						X						X
	describe in simple terms how fossils are formed when things that have lived are trapped within rock						X						X
							X						X
	recognise that soils are made from rocks and organic matter.						X						X
Light	recognise that they need light in order to see things and that dark is the absence of light				X						X		
	notice that light is reflected from surfaces				X						X		
	recognise that light from the sun can be dangerous and that there are ways to protect their eyes				X						X		
	recognise that shadows are formed when the light from a light source is blocked by an opaque object				X						X		
	find patterns in the way that the size of shadows change.				X						X		
Forces and Magnets	compare how things move on different surfaces	X						X					
	notice that some forces need contact between two objects, but magnetic forces can act at a distance	X						X					
	observe how magnets attract or repel each other and attract some materials and not others	X						X					
	compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	X						X					
	describe magnets as having two poles	X						X					
	predict whether two magnets will attract or repel each other, depending on which poles are facing.	X						X					
Living things and their habitats	recognise that living things can be grouped in a variety of ways			X			X			X			X
	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			X			X			X			X
	recognise that environments can change and that this can sometimes pose dangers to living things.			X			X			X			X

Science: LKS2	National Curriculum Coverage:	Cycle A 2022-2023			Cycle B 2023-2024			Cycle C 2024-2025			Cycle D 2025 - 2026		
		Incredible Egyptians	Exploring South America & The Mayans	Extreme Earth	Brilliant Britain!	Prehistoric Britain	Groovy Greeks	Modern Europe	Roman invaders	Vikings v Anglo-Saxons	British Memorable Monarchs	Rainforests	Asby and Ghana
States of Matter	▪ compare and group materials together, according to whether they are solids, liquids or gases		X						X				
	▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)		X						X				
	▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		X						X				
Sound	▪ identify how sounds are made, associating some of them with something vibrating					X						X	
	▪ recognise that vibrations from sounds travel through a medium to the ear					X						X	
	▪ find patterns between the pitch of a sound and features of the object that produced it					X						X	
	▪ find patterns between the volume of a sound and the strength of the vibrations that produced it					X						X	
	▪ recognise that sounds get fainter as the distance from the sound source increases.					X						X	
Electricity	▪ identify common appliances that run on electricity					X						X	
	▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers					X						X	
	▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery					X						X	
	▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit					X						X	
	▪ recognise some common conductors and insulators, and associate metals with being good conductors.					X						X	

**Class 2: Upper Key Stage 2 (Years 5 and 6) Science Curriculum Map Identifying National Curriculum Coverage Across All Topics**

Science	National Curriculum Coverage: Upper Key Stage 2	Cycle A 2022-2023			Cycle B 2023-2024			Cycle C 2024-2025			Cycle D 2025 - 2026		
		Incredible Egyptians	Exploring South America & The Mayans	Extreme Earth	Brilliant Britain!	Prehistoric Britain	Groovy Greeks	Modern Europe	Roman invaders	Vikings v Anglo-Saxons	British Memorable Monarchs	Rainforests	Asby and Ghana
Working Scientifically	▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	X	X	X	X	X	X	X	X	X	X	X	X
	▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	X	X	X	X	X	X	X	X	X	X	X	X
	▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	X	X	X	X	X	X	X	X	X	X	X	X
	▪ using test results to make predictions to set up further comparative and fair tests	X	X	X	X	X	X	X	X	X	X	X	X
	▪ 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	X	X	X	X	X	X	X	X	X	X	X	X
	▪ identifying scientific evidence that has been used to support or refute ideas or arguments.	X	X	X	X	X	X	X	X	X	X	X	X
Living things and their habitats	▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird			X			X			X			X
	▪ describe the life process of reproduction in some plants and animals.			X			X			X			X
	▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals			X			X			X			X
	▪ give reasons for classifying plants and animals based on specific characteristics.			X			X			X			X
Animals, including humans	▪ describe the changes as humans develop to old age.	X		X	X		X	X		X	X		X
	▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	X		X	X		X	X		X	X		X
	▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	X		X	X		X	X		X	X		X
	▪ describe the ways in which nutrients and water are transported within animals, including humans.	X		X	X		X	X		X	X		X
Properties and changes of materials	▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets		X						X				
	▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution		X						X				
	▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating		X						X				
	▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic		X						X				
	▪ demonstrate that dissolving, mixing and changes of state are reversible changes		X						X				
	▪ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		X						X				
Earth and space	▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system		X						X				
	▪ describe the movement of the Moon relative to the Earth		X						X				
	▪ describe the Sun, Earth and Moon as approximately spherical bodies		X						X				
	▪ use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.		X						X				
Forces	▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	X						X					
	▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces	X						X					
	▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	X						X					
Evolution and inheritance	▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago					X						X	
	▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents					X						X	
	▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution					X						X	

Science	National Curriculum Coverage: Upper Key Stage 2	Cycle A 2022-2023			Cycle B 2023-2024			Cycle C 2024-2025			Cycle D 2025 - 2026		
		Incredible Egyptians	Exploring South America & The Mayans	Extreme Earth	Brilliant Britain!	Prehistoric Britain	Groovy Greeks	Modern Europe	Roman invaders	Vikings v Anglo-Saxons	British Memorable Monarchs	Rainforests	Asby and Ghana
Light	▪ recognise that light appears to travel in straight lines				X						X		
	▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye				X						X		
	▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes				X						X		
	▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.				X						X		
Electricity	▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit					X						X	
	▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches					X						X	
	▪ use recognised symbols when representing a simple circuit in a diagram.					X						X	