Curriculum Mapping for Firs Hill Primary School – Key Stage 2 - 2014-2015

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths						
Literacy						
History	**Ancient Egypt** ▪ 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		**Vikings** ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ further Viking invasions and Danegeld		**Local study: Sheffield** ▪ a local history study ▪ a depth study linked to one of the British areas of study	
Geography	**Rivers** • physical geography, including: climate zones, biomes and vegetation belts, **rivers,** mountains, volcanoes and earthquakes, and the water cycle		**Distribution of Natural Resources** ▪ 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**		**Fieldwork (local)** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom ▪ 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.	
Art and Design Design Technology	Bottle Rockets (DT) Design, Make, Evaluate and use technical knowledge of subject	Sarcophagus and Mummies (Art) 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]	Manuscripts Jewellery (Art) 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]	Design and make Boat (DT) Design, Make, Evaluate and use technical knowledge of subject	Cutler (Art) 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]	Bridges (DT) Design, Make, Evaluate and use technical knowledge of subject

Computing	Posters and Pages and Internet safety ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Creating Music	Introducing Record Card Databases	Input and Outputs	Controlling on screen models, iteration	Repeating Forever Iteration ● use sequence, selection, and repetition in programs;
Languages	Spanish		Spanish		Spanish	
Science	**Forces and Magnets** ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ 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 ▪ describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Light** ▪ recognise that they need light in order to see things and that dark is the absence of light ▪ notice that light is reflected from surfaces ▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.	**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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.		**Rocks** ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter.	**Plants** ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ 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 ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	**Ancient Greece** ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world		**Victorians** ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ the changing power of monarchs using case studies such as John, Anne and Victoria		**Leisure and Entertainment in the 20th century** ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or **leisure and entertainment in the 20th Century**	
Geography	**Comparing Greece to Sheffield** ▪ understand geographical similarities and differences through the study of human and physical geography of a region in a European country,		**Settlements and use, economic activity and trade links** ▪ **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		**Location Knowledge Introduction** ▪ 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 ▪ 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) ▪ 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	
Art and Design Design Technology	Musical Instruments Design, Make, Evaluate and use technical knowledge of subject	Theatre Masks with Mod Rock 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]	Moving Toys Design, Make, Evaluate and use technical knowledge of subject	Painting – William Morris 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.	Kites Design, Make, Evaluate and use technical knowledge of subject	Study on Picasso 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

Computing	Creating Art	Animation - Storytelling	Working with databases	Algorithms – Errors correcting and Decomposition ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Controlling on screen models	Procedures/Subroutine
Languages	Spanish		Spanish		Spanish	
Science	**Sound** ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases.	**Electricity** ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ 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 ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors.	**Animals, including Humans** ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey.		**States of Matter** ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ 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) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Living things and their habitats** ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	**Stuarts** ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ the changing power of monarchs using case studies such as John, Anne and Victoria		**Stone Age to Iron Age Britain (inc local study)** ▪ changes in Britain from the Stone Age to the Iron Age ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae		**Benin (Slavery)** ▪ 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.**	
Geography	**The Water Cycle** ▪ physical geography, including: **climate zones, biomes and vegetation belts,** rivers, mountains, volcanoes and earthquakes, **and the water cycle**		**Human Geography** ▪ 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 ▪ 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.		**Comparison to North of South American country** ▪ understand geographical similarities and differences through the study of human and physical geography of a region within North or South America ▪ 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	
Art and Design Design Technology	Sewing bags/purses Design, Make, Evaluate and use technical knowledge of subject	Kandinsky (collage) 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]	Graffiti – Banksy - Charcoal 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 Make Living Accommodation Design, Make, Evaluate and use technical knowledge of subject	Masks – 3D models – Card, Paper Mache, Mosaic/Collage 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]	Egg Drop Design Design, Make, Evaluate and use technical knowledge of subject
Computing	Photo Narrative and Graphical Modelling	Working with Audio	Search Engines and the Web ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Networks ▪ 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	Decisions on Input	Conditional Repeats

Languages		Spanish		Spanish	Spanish
Science	**Earth and Space** ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Forces** ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**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 ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ 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.	**Living things and their Habitats** ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals.	**Animals, including Humans** ▪ describe the changes as humans develop to old age

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	**Anglo-Saxons and settlements** ▪ Britain's settlement by Anglo-Saxons and Scots ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life		**Romans – impact on Britain** ▪ the Roman Empire and its impact on Britain ▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, for example, Boudica ▪ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		**World War 2 – Battle of Britain** ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ a significant turning point in British history, for example, the first railways or the Battle of Britain	
Geography	**Africa** ▪ 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		**Earthquakes and Volcanoes** **Settlements in Britain** ▪ physical geography, including: climate zones, biomes and vegetation belts, **rivers, mountains, volcanoes and earthquakes,** and the water cycle		**Location Knowledge** **Map Work** ▪ 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 ▪ 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	
Art and Design **Design Technology**	Clarisse Cliff Geometrical Patterns 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]	Shadow and Shading 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]	Electrical Product Design, Make, Evaluate and use technical knowledge of subject	Catapults Design, Make, Evaluate and use technical knowledge of subject	Propaganda posters 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]	Bomb Shelter Cooking Design, Make, Evaluate and use technical knowledge of subject

Computing	Working Collaboratively online	Film Making	Spreadsheet Modelling	Data and Information ▪ 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	Variables and Decisions ▪ work with variables and various forms of input and output	Variables
Languages		Spanish		Spanish		Spanish
Science	**Living Things and their Habitats** ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics.	**Light** ▪ recognise that light appears to travel in straight lines ▪ 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 ▪ 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 ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Electricity** ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ 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 ▪ use recognised symbols when representing a simple circuit in a diagram.		**Animals, including Humans** ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans.	**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 ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.