

Lower Key Stage 2 Curriculum Coverage

Geography:

Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.

During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Knowledge, skills and understanding

Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:

- a. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
- b. collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]
- c. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
- d. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build an hotel in an overseas locality]
- e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].

2. In developing geographical skills, pupils should be taught:

- a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
- b. to use appropriate fieldwork techniques [for example, labelled field sketches] and instruments [for example, a rain gauge, a camera]
- c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
- d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
- e. to draw plans and maps at a range of scales [for example, a sketch map of a locality]
- f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]
- g. decision-making skills [for example, deciding what measures are needed to improve safety in a local street].

Knowledge and understanding of places

3. Pupils should be taught:

- a. to identify and describe what places are like [for example, in terms of weather, jobs]
- b. the location of places and environments they study and other significant places and environments [for example, places and environments in the news]
- c. to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
- d. to explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]
- e. to identify how and why places change [for example, through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [for example, through an

increase in traffic or an influx of tourists]

f. to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [for example, comparing a village with a part of a city in the same country]

g. to recognise how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people].

Knowledge and understanding of patterns and processes

4. Pupils should be taught to:

a. recognise and explain patterns made by individual physical and human features in the environment [for example, where frost forms in the playground, the distribution of hotels along a seafront]

b. recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments.

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives

b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:

Localities

a. a locality in the United Kingdom

b. a locality in a country that is less economically developed

Themes

c. water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them

d. how settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing or a leisure complex]

e. an environmental issue, caused by change in an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].

7. In their study of localities and themes, pupils should:

a. study at a range of scales - local, regional and national

b. study a range of places and environments in different parts of the world, including the United Kingdom and the European Union

c. carry out fieldwork investigations outside the classroom.

History:

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Knowledge, skills and understanding

Chronological understanding

1. Pupils should be taught to:
 - a. place events, people and changes into correct periods of time
 - b. use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:
 - a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
 - b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
 - c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
 - d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical interpretation

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry

4. Pupils should be taught:
 - a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)
 - b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5. Pupils should be taught to:
 - a. recall, select and organise historical information
 - b. use dates and historical vocabulary to describe the periods studied

c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).

Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through a local history study, three British history studies, a European history study and a world history study.

Local history study

7. A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

British history

8. In their study of British history, pupils should be taught about:

a. the Romans, Anglo-Saxons and Vikings; Britain and the wider world in Tudor times; and either Victorian Britain or Britain since 1930

b. aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.

Romans, Anglo-Saxons and Vikings in Britain

9. An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.

Britain and the wider world in Tudor times

10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

Victorian Britain or Britain since 1930

11. Teachers can choose between a study of Victorian Britain or Britain since 1930.

Victorian Britain

a. A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

Britain since 1930

b. A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.

A European history study

12. A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.

A world history study

13. A study of the key features, including the everyday lives of men, women and children, of a past society selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs

Art and design:

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Teaching should ensure that 'investigating and making' includes 'exploring and developing ideas' and 'evaluating and developing work'. 'Knowledge and understanding' should inform this process.

Knowledge, skills and understanding

Exploring and developing ideas 1. Pupils should be taught to:

- record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
- question and make thoughtful observations about starting points and select ideas to use in their work
- collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

Investigating and making art, craft and design 2. Pupils should be taught to:

- investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- apply their experience of materials and processes, including drawing, developing their control of tools and techniques
- use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

Evaluating and developing work 3. Pupils should be taught to:

- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- adapt their work according to their views and describe how they might develop it further.

Knowledge and understanding 4. Pupils should be taught about:

- visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- materials and processes used in art, craft and design and how these can be matched to ideas and intentions
- the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

- exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]

- b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c. using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
- d. investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Music:

Teaching should ensure that 'listening, and applying knowledge and understanding', are developed through the interrelated skills of 'performing', 'composing' and 'appraising'.

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Knowledge, skills and understanding

Controlling sounds through singing and playing - performing skills

1. Pupils should be taught how to:
 - a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
 - b. play tuned and untuned instruments with control and rhythmic accuracy
 - c. practise, rehearse and present performances with an awareness of the audience.

Creating and developing musical ideas - composing skills

2. Pupils should be taught how to:
 - a. improvise, developing rhythmic and melodic material when performing
 - b. explore, choose, combine and organise musical ideas within musical structures.

Responding and reviewing - appraising skills

3. Pupils should be taught how to:
 - a. analyse and compare sounds
 - b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
 - c. improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding 4. Pupils should be taught:

- a. to listen with attention to detail and to internalise and recall sounds with increasing aural memory
- b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
- c. how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
- d. how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

Breadth of study 5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. a range of musical activities that integrate performing, composing and appraising
- b. responding to a range of musical and non-musical starting points
- c. working on their own, in groups of different sizes and as a class
- d. using ICT to capture, change and combine sounds
- e. a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].

Physical education (PE):

Teaching should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Knowledge, skills and understanding

Acquiring and developing skills

1. Pupils should be taught to:
 - a. consolidate their existing skills and gain new ones
 - b. perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:
 - a. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
 - b. develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
 - c. apply rules and conventions for different activities.

Evaluating and improving performance

3. Pupils should be taught to:
 - a. identify what makes a performance effective
 - b. suggest improvements based on this information.

Knowledge and understanding of fitness and health

4. Pupils should be taught:
 - a. how exercise affects the body in the short term
 - b. to warm up and prepare appropriately for different activities
 - c. why physical activity is good for their health and well-being
 - d. why wearing appropriate clothing and being hygienic is good for their health and safety.

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through five areas of activity:

- a. dance activities
- b. games activities
- c. gymnastic activities

and two activity areas from:

- d. swimming activities and water safety
- e. athletic activities
- f. outdoor and adventurous activities.

Swimming activities and water safety must be chosen as one of these areas of activity unless pupils have completed the full Key Stage 2 teaching requirements in relation to swimming activities and water safety during Key Stage 1.

Dance activities

6. Pupils should be taught to:

- a. create and perform dances using a range of movement patterns, including those from different times, places and cultures
- b. respond to a range of stimuli and accompaniment.

Games activities

7. Pupils should be taught to:

- a. play and make up small-sided and modified competitive net, striking/fielding and invasion games
- b. use skills and tactics and apply basic principles suitable for attacking and defending
- c. work with others to organise and keep the games going.

Gymnastic activities

8. Pupils should be taught to:

- a. create and perform fluent sequences on the floor and using apparatus
- b. include variations in level, speed and direction in their sequences.

Swimming activities and water safety

9. Pupils should be taught to:

- a. pace themselves in floating and swimming challenges related to speed, distance and personal survival
- b. swim unaided for a sustained period of time over a distance of at least 25m
- c. use recognised arm and leg actions, lying on their front and back
- d. use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]. YEAR 4

Athletic activities

10. Pupils should be taught to:

- a. take part in and design challenges and competitions that call for precision, speed, power or stamina
- b. use running, jumping and throwing skills both singly and in combination
- c. pace themselves in these challenges and competitions.

Outdoor and adventurous activities

11. Pupils should be taught to:

- a. take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- b. use a range of orienteering and problem-solving skills
- c. work with others to meet the challenges.

Design and technology:

During Key Stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways. Teaching should ensure that 'knowledge and understanding' are applied when 'developing ideas', 'planning', 'making products' and 'evaluating' them.

Knowledge, skills and understanding

Developing, planning and communicating ideas 1. Pupils should be taught to:

- a. generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
- b. develop ideas and explain them clearly, putting together a list of what they want their design to achieve
- c. plan what they have to do, suggesting a sequence of actions and alternatives, if needed
- d. communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended.

Working with tools, equipment, materials and components to make quality products 2. Pupils should be taught to:

- a. select appropriate tools and techniques for making their product
- b. suggest alternative ways of making their product, if first attempts fail
- c. explore the sensory qualities of materials and how to use materials and processes
- d. measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately
- e. use finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT [for example, 'drawing' software or computer-aided design (CAD) software and a printer]
- f. follow safe procedures for food safety and hygiene.

Evaluating processes and product 3. Pupils should be taught to:

- a. reflect on the progress of their work as they design and make, identifying ways they could improve their products
- b. carry out appropriate tests before making any improvements
- c. recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations].

Knowledge and understanding of materials and components 4. Pupils should be taught:

- a. how the working characteristics of materials affect the ways they are used
- b. how materials can be combined and mixed to create more useful properties [for example, using cardboard triangles on the corners of a wooden framework to strengthen it]

- c. how mechanisms can be used to make things move in different ways, using a range of equipment including an ICT control programme
- d. how electrical circuits, including those with simple switches, can be used to achieve results that work.

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:
- a. investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of the people who use them
 - b. focused practical tasks that develop a range of techniques, skills, processes and knowledge
 - c. design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.

Personal, social and health education (PSHE):

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
 - a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
 - b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
 - c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
 - d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
 - e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
 - f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

2. Pupils should be taught:
 - a. to research, discuss and debate topical issues, problems and events

- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of

achievements; by having opportunities to show what they can do and how much responsibility they can take]

c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]

d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]

e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]

f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]

g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]

h. find information and advice [for example, through helplines; by understanding about welfare systems in society]

i. prepare for change [for example, transferring to secondary school].