

Art and Design Curriculum Overview

Key Stage 1

- to use a range of materials creatively to design and make products **(1.1)**
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination **(1.2)**
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **(1.3)**
- 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 **(1.4)**

Key Stage 2

- to create sketch books to record their observations and use them to review and revisit ideas **(2.1)**
- 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] **(2.2)**
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- about great artists, architects and designers in history. **(2.3)**

Computing Curriculum Overview

Key Stage 1

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions **(1.1)**
- create and debug simple programs **(1.2)**
- use logical reasoning to predict the behaviour of simple programs **(1.3)**
- use technology purposefully to create, organise, store, manipulate and retrieve digital content **(1.4)**
- recognise common uses of information technology beyond school **(1.5)**
- 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. **(1.6)**

Key Stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts **(2.1)**
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output **(2.2)**
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **(2.3)**
- 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 **(2.4)**
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content **(2.5)**
- 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 **(2.6)**
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **(2.7)**

Design & Technology Curriculum Overview (including Cooking)

Key stage 1

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria **(1.1)**
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **(1.2)**

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **(1.3)**
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **(1.4)**

Evaluate

- explore and evaluate a range of existing products **(1.5)**
- evaluate their ideas and products against design criteria **(1.6)**

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable **(1.7)**
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **(1.8)**

Key stage 2

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 **(2.1)**
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **(2.2)**

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **(2.3)**
- 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 **(2.4)**

Evaluate

- investigate and analyse a range of existing products **(2.5)**
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **(2.6)**
- understand how key events and individuals in design and technology have helped shape the world **(2.7)**

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures **(2.8)**
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] **(2.9)**
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] **(2.10)**
- apply their understanding of computing to program, monitor and control their products. **(2.11)**

Cooking and nutrition

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes **(1.1)**
- understand where food comes from. **(1.2)**

Key stage 2

- understand and apply the principles of a healthy and varied diet **(2.1)**
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques **(2.2)**
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **(2.3)**

Geography Curriculum Overview

Key stage 1

Locational knowledge

- name and locate the world's seven continents and five oceans (1.1)
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (1.2)

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 (1.3)

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 (1.4)

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 (1.5a)
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (1.5b)

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 (1.6)
- 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 (1.7)
- 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 (1.8)
- 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. (1.9)

Key stage 2

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 **(2.1)**
- 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 **(2.2)**
- 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) **(2.3)**

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **(2.4)**

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **(2.5)**
- 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 **(2.6)**

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(2.7)**
- 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 **(2.8)**
- use fieldwork to observe, measure, record and present the human and physical **(2.9)**
- features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **(2.10)**

History Curriculum Overview

Key stage 1

Pupils should be taught about:

- ❑ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **(1.1)**
- ❑ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] **(1.2)**
- ❑ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] **(1.3)**
- ❑ significant historical events, people and places in their own locality. **(1.4)**

Key stage 2

Pupils should be taught about:

- ❑ changes in Britain from the Stone Age to the Iron Age **(2.1)**
- ❑ the Roman Empire and its impact on Britain **(2.2)**
- ❑ Britain's settlement by Anglo-Saxons and Scots **(2.3)**
- ❑ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **(2.4)**
- ❑ a local history study **(2.5)**
- ❑ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **(2.6)**

- ❑ 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 **(2.7)**
- ❑ Ancient Greece – a study of Greek life and achievements and their influence on the western world **(2.8)**
- ❑ 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. **(2.9)**

