

2014-2015 KS2 curriculum overview	Year 3	Year 4	Year 5	Year 6
History	Egypt	Roman Empire	Mayan Civilisation	Vikings
	Egypt	Roman Empire	Mayan Civilisation	Vikings
	Greece	Anglo Saxons		
	Greece	Anglo Saxons		1066 and beyond: Magna Carta/Cathedral
	Stone age – Iron age/local study	Magna Carta/Cathedral	Local Study / Tudor	1066 and beyond: Magna Carta/Cathedral
	Stone age – Iron age/Local Study	Magna Carta/Cathedral	Local Study / Tudor	1066 and beyond: Victoria
Geography	UK (Climate zones, biomes and vegetation belts)	Italy (Climate zones, biomes and vegetation belts)	Comparative study: South America to UK (link to human Geography) Climate zones, biomes and vegetation belts	Rivers and water cycle (Climate zones, biomes and vegetation belts)
	Volcanoes and earthquakes	Use fieldwork to observe human and physical features in the local area. (Traffic)	Mountains	
	<i>Ongoing skills development:</i>			
	<i>Mapwork: compass direction (4 points) and grid reference (4 figures)</i>	<i>Mapwork: physical and human, compass direction (8 points) and grid reference (4 figures)</i>	<i>Mapwork: aerial views, ordnance survey maps, orienteering</i>	<i>Mapwork: physical and human, compass direction (16 points) and grid reference (6 figures)</i>
	<i>Fieldwork: observe, measure and record the human and physical features, including sketch maps, plans, graphs and digital technology</i>			
	<i>Location knowledge: UK countries and key cities</i>	<i>Location knowledge: world continents, countries and cities</i>	<i>Location knowledge: latitude and longitude (world mapping skills)</i>	<i>Location knowledge: tropics and Geographical zones of the world</i>

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Science	Working scientifically	Working scientifically	Working scientifically	Working scientifically
	Plants	All living things	All living things	All living things
	Animals, including humans	Animals, including humans	Animals, including humans	Animals, including humans
	Rocks	States of matter	Properties and changes of materials	Evolution and inheritance
	Light	Sound	Earth and Space	Light
	Electricity	Forces and magnets	Forces	Electricity
Computing	Graphics	Animation	e-books	Animation (monkey jam)
	e-books (book creator)	Video	Sound recording	Video
	Daisy Dino/cargo bot	e-mails	Scratch	Scratch
	Logo	Video conferencing	Kodu	Kodu
	Blogging		Internet research	Blogging
	Internet research		Cloud computing	e-safety
	E-safety/Data handling			
Art and Design	Using inspiration, stimuli and experiences, develop ideas, techniques and finished products Learn about artists, architects and designers			
DT	Working in a range of contexts (home, school, leisure, culture, enterprise, industry and the wider environment): Design and Make (Design, make and evaluate) Technical knowledge Cooking and Nutrition			
Music	Play and perform, using voice and instruments Improvise and compose new music Listen and recall Understand basic notation Appreciate music from a wide range of traditions and from great musicians and composers Develop an understanding of the history of music			

French	Where is France? Greetings Introductions	School rooms Classroom objects	Time Weather	Notre Monde – French speaking countries
	Colours Alphabet Christmas customs	Subject names Expressing preferences Christmas customs	The Body Clothes	Sports/Music/Hobbies
	Numbers to 30 Ages Birthdays	Food and Drink – breakfast	Food and drink – (Ice cream!)	Food and drink – at the supermarket/cafe
	Days of the Week Dates Months	Money Numbers to 100	Carnival of the Animals/ The Zoo	The Seasons Transport
	Jacques Le Gourmand	La Petite Poule Rousse	La Chenille qui fait les trous	Cendrillon
	Pets Brothers and sisters	Where I live Places in Town Giving directions	Leisure – holidays / At the beach/	Revision/ My language passport
RE	Inspirational people: how does a Christian follow Jesus? (C)	Beliefs and questions: What do different people believe God is like? C I J	Religion and the individual Can religious teaching help us decide what is the best way to live? C J	Journey of life and death Why do some people believe in life after death and what difference does it make? H
	Symbols and Religious expression: what are the deeper meanings of Festivals (C/H)	Symbols and Religious expression: What are the deeper meanings of festivals? J I C	Symbols and Religious expression: How do art, architecture and poetry express religious beliefs and ideas? C J	Worship. Pilgrimages and special places Why is pilgrimage important to some religious believers? C I H
	Journey of Life and Death: why do believers often see life as a journey and what significant experiences mark this? (C/J)	Inspirational people: Who was Guru Nanak? Why and how do people follow these leaders? S	(2 terms) Religion and individual Keeping the 5 pillars – what difference does it make to Muslims? I	Inspirational people: How does a Christian follow Jesus? C
	Belief and questions: what matters to Christians at Easter?	Belief in action in the world: Who has made a difference to the World because of their faith? How and why? CJS	Beliefs and Questions What matters to Christians at Easter? C	Belief in action in the world: Justice and Poverty, can religions help to build a fair world C, H, I

	Belief in action in the world: how and why do believers care for others and the world? (C/H/I)	Teachings and authority What makes some books sacred and how are they used and why do they matter to believers? C J	Journey of life and death Why do believers often see life as a journey and what significant experiences mark this? H and non-religious views	Religion. Family and Community How can we make Salisbury/Wiltshire a more respectful place? C and other possible religions
	Belief in action in the world: how and why do believers care for others and the world? (C/H/I)	Worship. Pilgrimages and special places Where, how and why do people worship? CJI		Religion. Family and Community How can religion help us build loving relationships? C