	Year 3								Year 5							
	T 1/2 Stone Age	T3/4 Mountains	ar 3 T5 Shocking	T6 Local History	T1/2 Rainforests	T3/4 Romans	T5 China - Shang	T6 Lyme Regis	T1/2 Anglo Saxons and	T3/4 Eco Warriors	T5 Ancient	T6 Greece	T1 Angery Earth	T2 Mayan	T3/4 Rivers	T5/6 Shakespeare's
Key Stage 2: Curriculum	Otolie Age	mountains	styles	Radstock Rocks	Rumoresis	Romans	Dynasty	Coasts	Vikings	Loo Harriors	Greece	Greece	Angery Larur	mayan	NIVE/3	England
KS2 Geography Curriculum Locational Knowledge																
I can locate countries in Europe (including the location of Russia) concentrating																
on their environmental regions, key physical and human characteristics, countries and major cities.																
I can locate countries in North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.																
I can name and locate counties and cities of the United Kingdom.																
I can identify geographical regions or counties within the United Kingdom.																
I can identify key human and physical characteristics within the United Kingdom. I can identify key topographical features (including hills, mountains, coasts and rivers).																
I can identify and explain land-use patterns in the United Kingdom.																
I can explain how these characteristics in the United Kingdom may have changed over time.																
I can 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). Place Knowledge																
I can 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, a region within North																
or South America Human and Physical Geography																
I can describe and understand key aspects of physical geography, including:																
climate zones biomes and vegetation belts																
rivers																
mountains																
volcanoes and earthquakes									-							\vdash
the water cycle I can describe and understand key aspects of human geography, including:																
types of settlement and land use																
economic activity including trade links distribution of natural resources including energy, food, minerals and water.																
Geography Skills and Fieldwork																
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.																
I can use the eight points of a compass.																
I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.																
I can use fieldwork to observe, measure, record and present the human and physical features in the local area, using sketch maps, plans, graphs and digital technologies																
KS2 History Curriculum																
I can continue to develop a chronologically secure knowledge and understanding of British, local and world history.																
I can establish clear narratives within and across the periods they study I note connections, contrasts and trends over time.																
I can develop the appropriate use of historical terms.																
I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.																
I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.																
I understand how our knowledge of the past is constructed from a range of sources.																
Specific topics changes in Britain from the Stone Age to the Iron Age																
the Roman Empire and its impact on Britain																
Britain's settlement by Anglo-Saxons and Scots																
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study																
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066																dh a a tara
the achievements of the earliest civilizations – an overview of where and when the first civilizations																tneatres
appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China																
Ancient Greece – a study of Greek life and achievements and their influence on the western world																
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. KS2 Art Curriculum																
I can create sketch books to record their observations and use them to review and revisit ideas																
I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]																
I can know about great artists, architects and designers in history																
KS2 DT Curriculum Design																
I can 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																
I can generate, develop, model and communicate their ideas through discussion, annotated																
sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.																
Make																
I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately																
I can 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 I can investigate and analyse a range of existing products																
I can evaluate their ideas and products against their own design criteria and consider the																
views of others to improve their work I understand how key events and individuals in design and technology have helped																
shape the world. Technical Knowledge																
I understand how to strengthen, stiffen and reinforce more complex structures																
I understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]																
Cants, works and magacy I understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]																
I can apply my understanding of computing to program, monitor and control their products.																
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