



**ATHELSTAN COMMUNITY PRIMARY SCHOOL**

**KEY STAGE TWO CURRICULUM OVERVIEW**



Area	Year 3	Year 4	Year 5	Year 6
Maths	We follow guidance in the Revised National Framework adapted to include the National Curriculum 2014, ensuring that we teach calculations in line with our calculation policy which is available to download from the Maths page under the Curriculum tab.			
English	We follow guidance in the Revised National Framework adapted to include the National Curriculum 2014, ensuring that our teaching of Reading, Writing, Spelling and Grammar meets the yearly objectives and promotes the progression of skills and understanding.			
Science	Rocks Light Forces and Magnets Plants Animals, including Humans.	States of Matter Sound Electricity All Living Things Animals, including Humans.	Properties and Changes of Materials Earth and Space Forces All Living Things Animals, including Humans	Evolution and Inheritance Light Electricity All Living Things Animals, including Humans

Area	Year A	Year B	Year C	Year D
History	<p><u>Ancient Civilisations</u></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>- Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> </ul> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>A non-European society that provides contrasts with British history – one study chosen from:</b></p> <ul style="list-style-type: none"> <li>- Early Islamic civilization,</li> </ul>	<p><u>Invaders and Settlers</u></p> <p><b>The Roman Empire and its impact on Britain</b></p> <p><u>Examples (non-statutory)</u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>- Julius Caesar’s attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42 and the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>- British resistance, for example, Boudica</li> <li>- ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p><u>Early British Settlers</u></p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p><u>Changes Over Time</u></p> <p><b>A local history study – War of the roses.</b></p> <p><u>Examples (non-statutory)</u></p> <ul style="list-style-type: none"> <li>- a depth study linked to one of the British areas of study listed above</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>

	<p>including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b>  <u>Examples (non-statutory)</u></p> <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>- Scots invasions from Ireland to north Britain (now Scotland)</li> <li>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>- Anglo-Saxon art and culture</li> <li>- Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>  <u>Examples (non-statutory)</u>  This could include:</p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England</li> <li>- further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>		<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>  <u>Examples (non-statutory)</u></p> <ul style="list-style-type: none"> <li>- the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>- 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</li> <li>- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul> <p><b>A significant turning point in British history.</b>  <u>Examples (non-statutory)</u></p> <ul style="list-style-type: none"> <li>- the first railways</li> <li>- the Battle of Britain</li> </ul>
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<p>Geography</p>	<p><u>North and South America</u></p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p><u>Europe</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p><u>UK and Europe</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><u>UK</u></p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
<p>Art</p>	<p>Explore a range of starting points for practical work. (E.g. themselves, experiences, images, stories, drama, music natural and man-made objects and environments).</p>	<p>Investigating different kinds of art, craft and design. (E.g. in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet).</p>	<p>Explore a range of starting points for practical work. (E.g. themselves, experiences, images, stories, drama, music natural and man-made objects and environments).</p>	<p>Investigating different kinds of art, craft and design. (E.g. in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet).</p>
<p>DT</p>	<p><u>Structures</u> <b>LKS2:</b> Shell structures <b>UKS2:</b> Frame structures</p> <p><u>Food</u> <b>LKS2:</b> Healthy and varied <b>UKS2:</b> Celebrating culture</p> <p><u>Textiles</u> <b>LKS2:</b> 2D shape to 3D product <b>UKS2:</b> Combining different fabric shapes</p>	<p><u>Mechanical Systems</u> <b>LKS2:</b> Levers and linkages <b>UKS2:</b> Pulleys or gears</p> <p><u>Electrical Systems</u> <b>LKS2:</b> Simple circuits and switches <b>UKS2:</b> More complex circuits and switches</p> <p><u>Food</u> <b>LKS2:</b> Healthy and varied <b>UKS2:</b> Celebrating culture</p>	<p><u>Structures</u> <b>LKS2:</b> Shell structures <b>UKS2:</b> Frame structures</p> <p><u>Food</u> <b>LKS2:</b> Healthy and varied <b>UKS2:</b> Celebrating culture</p> <p><u>Textiles</u> <b>LKS2:</b> 2D shape to 3D product <b>UKS2:</b> Combining different fabric shapes</p>	<p><u>Mechanical Systems</u> <b>LKS2:</b> Levers and linkages <b>UKS2:</b> Pulleys or gears</p> <p><u>Electrical Systems</u> <b>LKS2:</b> Simple circuits and switches <b>UKS2:</b> More complex circuits and switches</p> <p><u>Food</u> <b>LKS2:</b> Healthy and varied <b>UKS2:</b> Celebrating culture</p>

Computing	<p style="text-align: center;">E safety          Manipulate digital content          Multi-media          Intr-alg x2          Computers outside classroom          Data Handling</p>			
Music	<p style="text-align: center;">Throughout Key Stage Two, children follow the Charanga Scheme of Work provides a varied music curriculum developing skills in performing, composition, understanding and appreciation.</p>			
PE	<p style="text-align: center;">Throughout Key Stage Two, children in Key Stage Two focus on six areas of PE including, but not limited to:          Gymnastics, Dance, Athletics, Bat and Ball Games, Ball Skills, Striking and Fielding, Net and Wall Games and Invasion Games</p>			
RE	<p><u>Lower KS2</u></p> <ul style="list-style-type: none"> <li>- What makes Jesus an inspiration to some people? Who is inspiring me?</li> <li>- Exploring Celebrations</li> <li>- Sacred Journeys</li> <li>- Easter</li> <li>- Sacred Places and Holy Buildings</li> </ul> <p><u>Upper KS2</u></p> <ul style="list-style-type: none"> <li>- Judaism</li> <li>- Christmas</li> <li>- Beliefs and Actions linked to Christian Aid and Islamic Relief.</li> <li>- Holy Week</li> <li>- Religion in the Community,</li> <li>- Journey of Life and Death.</li> </ul>	<p><u>Lower KS2</u></p> <ul style="list-style-type: none"> <li>- Values</li> <li>- Leaders and Followers</li> <li>- Christmas Journeys</li> <li>- Easter</li> <li>- Does a beautiful world mean there is a wonderful God?</li> <li>- What can we learn from stories shared by Christians, Jews and Muslims?</li> </ul> <p><u>Upper KS2</u></p> <ul style="list-style-type: none"> <li>- Exploring codes for living.</li> <li>- Meaning of Christmas</li> <li>- Incarnation</li> <li>- Exploring Worship</li> <li>- Holy Communion and Exploration</li> <li>- Why are there over 50 mosques in Yorkshire?</li> <li>- Opening up Islam</li> </ul>	<p><u>Lower KS2</u></p> <ul style="list-style-type: none"> <li>- What makes Jesus an inspiration to some people? Who is inspiring me?</li> <li>- Exploring Celebrations</li> <li>- Sacred Journeys</li> <li>- Easter</li> <li>- Sacred Places and Holy Buildings</li> </ul> <p><u>Upper KS2</u></p> <ul style="list-style-type: none"> <li>- Judaism</li> <li>- Christmas</li> <li>- Beliefs and Actions linked to Christian Aid and Islamic Relief.</li> <li>- Holy Week</li> <li>- Religion in the Community,</li> <li>- Journey of Life and Death.</li> </ul>	<p><u>Lower KS2</u></p> <ul style="list-style-type: none"> <li>- Values</li> <li>- Leaders and Followers</li> <li>- Christmas Journeys</li> <li>- Easter</li> <li>- Does a beautiful world mean there is a wonderful God?</li> <li>- What can we learn from stories shared by Christians, Jews and Muslims?</li> </ul> <p><u>Upper KS2</u></p> <ul style="list-style-type: none"> <li>- Exploring codes for living.</li> <li>- Meaning of Christmas</li> <li>- Incarnation</li> <li>- Exploring Worship</li> <li>- Holy Communion and Exploration</li> <li>- Why are there over 50 mosques in Yorkshire?</li> <li>- Opening up Islam</li> </ul>
Languages	<p style="text-align: center;">Throughout Key Stage Two, children follow the iLanguages Scheme of Work which develops their skills in speaking, listening, reading and writing in French.</p>			