

**NORTH HEATH CP SCHOOL**  
**National Curriculum Knowledge Map**

Curriculum Group 2	KS1 National Curriculum Objectives <i>Pupils should be taught to:</i>	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Y1	Y2										
<b>Design and Technology</b>	Design purposeful, functional, appealing products for themselves and other users based on design criteria	✓	✓	✓		✓		✓	✓				✓
	Generate, develop, model & communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information & communication technology	✓	✓	✓		✓		✓	✓				✓
	Select from and use a range of tools and equipment to perform practical tasks [eg example, cutting, shaping, joining and finishing]	✓	✓	✓		✓		✓	✓	✓		✓	✓
	Select from/use a wide range of materials/components, including construction materials, textiles and ingredients, according to their characteristics	✓	✓	✓		✓			✓				✓
	Explore and evaluate a range of existing products		✓			✓			✓				✓
	Evaluate their ideas and products against design criteria		✓	✓					✓				✓
	Build structures, exploring how to make them stronger, stiffer & more stable	✓											✓
	Explore& use mechanisms eg, levers, sliders, wheels and axles in their products.					✓		✓					✓
	Use the basic principles of a healthy and varied diet to prepare dishes		✓									✓	
	Understand where food comes from.		✓									✓	
<b>Geography</b>	Name and locate the world’s seven continents and five oceans		✓										✓
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas					✓		✓					
	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					✓	✓	✓					
	Identify seasonal & daily weather patterns in the United Kingdom and the location of hot & cold areas of the world in relation to the Equator and the North & South Poles	✓		✓		✓		✓		✓		✓	
	Use basic geographical vocabulary for key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather					✓		✓					✓
	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop					✓	✓	✓					✓
	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		✓			✓	✓	✓					
	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						✓	✓				✓	✓
	Use aerial photographs & plan perspectives to recognise landmarks and basic human & physical features; devise a simple map; use and construct basic symbols in a key							✓				✓	
	Use simple fieldwork & observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment						✓	✓					





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Curriculum Group 2	KS2 National Curriculum Objectives <i>Pupils should be taught to:</i>	Autumn				Spring				Summer			
		Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6
Geography	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		✓				✓	✓	✓				
	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	✓		✓							✓		
	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/night)		✓					✓	✓		✓		
	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		✓					✓			✓		
	Describe & understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle		✓	✓				✓	✓				
	Describe and understand key aspects of 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	✓			✓		✓	✓					
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓			✓	✓	✓	✓		✓		
	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	✓		✓	✓								
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	✓		✓		✓				✓	✓		

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		Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6
Languages	listen attentively to spoken language & show understanding (joining in/ responding)	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		✓	✓	✓		✓				✓		✓
	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help			✓	✓	✓	✓	✓		✓	✓	✓	✓
	speak in sentences, using familiar vocabulary, phrases and basic language structures	✓		✓	✓	✓		✓		✓	✓	✓	✓
	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		✓	✓	✓		✓	✓			✓		✓
	present ideas and information orally to a range of audiences												✓
	read carefully and show understanding of words, phrases and simple writing			✓				✓	✓			✓	✓
	appreciate stories, songs, poems and rhymes in the language		✓	✓			✓				✓		
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		✓		✓		✓		✓		✓		✓
	write phrases from memory, and adapt these to create new sentences, to express ideas clearly								✓				✓
	describe people, places, things and actions orally and in writing			✓							✓		✓
	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			✓				✓				✓	✓

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		Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6
Music Y4 WSMS	To sing and play musically with increasing confidence and control		✓	✓	✓	✓	✓	✓		✓	✓	✓	
	To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.									✓		✓	✓
	To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		✓	✓	✓		✓	✓			✓	✓	
	<b>To improvise and compose music for a range of purposes</b>			✓				✓		✓			✓
	To listen with attention to detail and recall sounds with increasing aural memory		✓	✓		✓	✓				✓	✓	
	To use and understand staff and other musical notations		✓			✓	✓			✓	✓		
	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		✓			✓	✓	✓			✓	✓	
	To develop an understanding of the history of music		✓				✓				✓		