



**ALL SAINTS
MULTI ACADEMY TRUST**
BIRMINGHAM
GOD'S LOVE IN ACTION

How to map out the Curriculum

The Curriculum encompasses all learning (including 'core subjects', Creative Curriculum and SEL) and experiences (trips, residential and visitors) that are planned for our pupils. The new National Curriculum is only one part of the whole picture. To help ensure that we are offering Creative Curriculum afternoons that not only inspire and capture the imaginations of children but give them a breadth of exposure, we need to map out where and how we are to cover the objectives from the new National Curriculum within our already successful Creative Curriculum.

This document contains the relevant National Curriculum objectives that will be covered at strategic points within the Creative Curriculum afternoons for different year groups. Apart from English, Mathematics and Science, the National Curriculum specifies eight other programmes of study throughout KS1 and KS2 (Art&Design, Computing, Design&Technology, Geography, History, Modern Foreign Languages, Music and Physical Education). A number of these programmes of studies lends itself to being applied in full for every year group and thus can be repeated year after year (Art&Design, Design&Technology and Music). Computing, MFL and Physical Education will be taught discretely by specialist staff. The other programmes of study will need to be split into phases (using a two-year cycle: Cycle A will be 'Odd' year groups & Cycle B will be 'Even' year groups) so that we ensure there is sufficient progression.

Art and Design	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ar1/1.1 to use a range of materials creatively to design and make products					
Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination			Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas			
Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials			
Ar1/1.4 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.				Ar2/1.3 about great artists, architects and designers in history.		

Music	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes			Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		
Mu1/1.2 play tuned and untuned instruments musically			Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music			
Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music			Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory			
Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music				Mu2/1.4 use and understand staff and other musical notations		
			Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
				Mu2/1.6 develop an understanding of the history of music.		

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design and Technology			<u>DT2/1.1 Design</u>			
	DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria		DT2/1.1a 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			
	DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design			
			<u>DT2/1.2 Make</u>			
	DT1/1.2a select from and use a range of tools and equipment to perform practical tasks		DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately			
	DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		DT2/1.2b 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			
			<u>DT2/1.3 Evaluate</u>			
	DT1/1.3a explore and evaluate a range of existing products		DT2/1.3a investigate and analyse a range of existing products			
	DT1/1.3b evaluate their ideas and products against design criteria		DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			
			DT2/1.3c understand how key events and individuals in design and technology have helped shape the world			
			<u>DT2/1.4 Technological Knowledge</u>			
	DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable		DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
	DT1/1.4b explore and use mechanisms, in their products.		DT2/1.4b understand and use mechanical systems in their products			
			DT2/1.4c understand and use electrical systems in their products			
			DT2/1.4d apply their understanding of computing to programme, monitor and control their products.			
			<u>DT2/2.1 Cooking & Nutrition</u>			
	DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes		DT2/2.1a understand and apply the principles of a healthy and varied diet			
	DT1/2.1b understand where food comes from.		DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet			
		DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]				
		DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients				

Geography

KS1		LKS2		UKS2	
Year 1 (Cycle A)	Year 2 (Cycle B)	Year 3 (Cycle A)	Year 4 (Cycle B)	Year 5 (Cycle A)	Year 6 (Cycle B)
<p><u>Ge1/1.1 Location Knowledge</u> Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Ge1/1.2 Place Knowledge</u> Ge1/1.2a 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</p> <p><u>Ge1/1.3 Human and Physical Geography</u> Ge1/1.3b use basic geographical vocabulary to refer to: i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Ge1/1.4 Geographical Skills and Fieldwork</u> Ge1/1.4d 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.</p>	<p><u>Ge1/1.1 Location Knowledge</u> Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p><u>Ge1/1.3 Human and Physical Geography</u> Ge1/1.3a 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</p> <p><u>Ge1/1.4 Geographical Skills and Fieldwork</u> Ge1/1.4a 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 Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Ge1/1.4c 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</p>	<p><u>Ge2/1.1 Locational Knowledge</u> Ge2/1.1a 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 Ge2/1.1c 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)</p>	<p><u>Ge2/1.1 Locational Knowledge</u> Ge2/1.1b name and locate countries 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 <u>Ge2/1.2 Place Knowledge</u> Ge2/1.2a 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 in North or South America</p>	<p><u>Ge2/1.3 Human and Physical Geography</u> Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>Ge2/1.4 Geographical Skills and Fieldwork</u> Ge2/1.4b use the 8 points of a compass, 4 and 6-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</p>	<p><u>Ge2/1.3 Human and Physical Geography</u> Ge2/1.3b 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 <u>Ge2/1.4 Geographical Skills and Fieldwork</u> Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge2/1.4c 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.</p>

History

KS1		LKS2		UKS2	
Year 1 (Cycle A)	Year 2 (Cycle B)	Year 3 (Cycle A)	Year 4 (Cycle B)	Year 5 (Cycle A)	Year 6 (Cycle B)
<p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Hi1/1.4 significant historical events, people and places in their own locality.</p>	<p>Hi1/1.2 events beyond living memory that are significant nationally or globally <i>[non-statutory examples: the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p>Hi1/1.3 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 <i>[non-statutory examples: 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 and Edith Cavell]</i></p>	<p><u>Hi2/1.1 Pre-Roman Britain</u> Pupil should be taught about changes in Britain from the Stone Age to the Iron Age <i>[non-statutory examples: a.late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b.Bronze Age religion, technology and travel, for example, Stonehenge c.Iron Age hill forts: tribal kingdoms, farming, art and culture]</i></p> <p><u>Hi2/2.3 Ancient Civilizations</u> Pupils should be taught about 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: a.Ancient Sumer; b.The Indus Valley; c.Ancient Egypt; or d.The Shang Dynasty of Ancient China</p>	<p><u>Hi2/1.2 Roman Britain</u> Pupil should be taught about the Roman empire and its impact on Britain <i>[non-statutory examples: a.Julius Caesar’s attempted invasion in 55-54 BC b.the Roman Empire by AD 42 and the power of its army c.successful invasion by Claudius and conquest, including Hadrian’s Wall d.British resistance, for example, Boudica e.“Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity]</i></p> <p><u>Hi2/2.4 Ancient Greece</u> Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p><u>Hi2/2.1 Local History</u> Pupils should be taught about an aspect of local history <i>[non-statutory examples: a.a depth study linked to one of the British areas of study listed above b.a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) c.a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.]</i></p>	<p><u>Hi2/1.3 Anglo-Saxons & Scots</u> Pupil should be taught about Britain’s settlement by Anglo-Saxons and Scots <i>[non-statutory examples: a.Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire b.Scots invasions from Ireland to north Britain (now Scotland) c.Anglo-Saxon invasions, settlements and kingdoms: place names and village life d.Anglo-Saxon art and culture e.Christian conversion – Canterbury, Iona and Lindisfarne]</i></p> <p><u>Hi2/2.5 Non-European Study</u> Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: a.early Islamic civilization, including a study of Baghdad c. AD 900; b.Mayan civilization c. AD 900; or c.Benin (West Africa) c. AD 900-1300</p>	<p><u>Hi2/1.4 Anglo-Saxons & Vikings</u> Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>[non-statutory examples: a.Viking raids and invasion b.resistance by Alfred the Great and Athelstan, first king of England c.further Viking invasions and Danegeld d.Anglo-Saxon laws and justice e.Edward the Confessor and his death in 1066]</i></p> <p><u>Hi2/2.2 Extended chronological study</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <i>[non-statutory examples: a.the changing power of monarchs using case studies such as John, Anne and Victoria b.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 c.the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day d.a significant turning point in British history, for example, the first railways or the Battle of Britain]</i></p>