



Lower Key Stage Two - Curriculum Mapping South Africa August 2025 - February 2026



History



Study of Nelson Mandela and his impact on world history
Changes in South Africa - learning about Apartheid

To investigate and interpret the past

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Suggest causes and consequences of some of the main events and changes in history.

To build an overview of world history

Compare some of the times studied with those of other areas of interest around the world (e.g. battles that have taken place).

To understand chronology

Place events, artefacts and historical figures on a timeline using dates.

Understand the concept of change over time, representing this, along with evidence, on a timeline.

Use dates and terms to describe events.

To communicate historically

Use appropriate historical vocabulary to

Geography



To explore human and physical features of South Africa. To investigate land use and the distribution of natural resources.

To investigate places

Ask and answer geographical questions about the physical and human characteristics of a location.

Explain own views about locations, giving reasons.

Use a range of resources to identify the key physical and human features of a location.

To communicate geographically

Describe key aspects of:

- physical geography, including: rivers, **mountains**, and the water cycle.
- human geography, including: settlements and land use.

Use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world.

hemisphere, poverty, geographical

Art



To take inspiration from the works of Sue Dickinson and Ndebele art to master art techniques.

To develop ideas (Sketch books)

Develop ideas from starting points throughout the curriculum.

- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

To master techniques

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.
- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show

Design & Technology



To understand and apply their knowledge of a healthy and varied diet when preparing and cooking a traditional souttart and recognise the development of recipes over time.

To master practical skills

Prepare ingredients hygienically using appropriate utensils.

Measure ingredients to the nearest gram accurately.

Follow a recipe.

Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

To design, make, evaluate and improve

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.

To communicate

<p>communicate, including: time period, era, change, chronology, cause and consequence, conflict, diversity, interpretation, social, beliefs, attitude, viewpoint, contrast, continuity</p>		<p>tone and texture.</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. <ul style="list-style-type: none"> • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that influenced by studies of others. <p>To communicate artistically. Annotate, artisan, montage, tessellation, repeating,</p>	<p>Use appropriate vocabulary and phrases such as: grater, kneading, utensils, pastry, bake, savoury, texture, variation</p> <p>fry, grill, roast, boil, chill - (discuss these terms but not necessarily doing these things).</p> <p><u>To apply their knowledge of mechanisms to create a shadow puppet to retell a fable or tell their own.</u></p> <p>To master practical skills</p> <p>Mechanics - Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms and pulleys).</p> <p>Construction - Choose suitable techniques to construct products or to repair items.</p> <p>Design, make, evaluate and improve</p> <p>Design with purpose by identifying opportunities to design.</p> <p>Make products by working efficiently (such as by carefully selecting materials).</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Use appropriate vocabulary and phrases such as: pattern, sculpted, media, shadow, sources, puppet, evaluate, improve, dark, thick, thin, illustrate, opaque, translucent</p>
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