



Upper Key Stage Two - Curriculum Mapping

London, England

August 2025 - February 2026



 <p>History</p>	<p>Geography</p> 	<p>Art</p> 	<p>Design & Technology</p> 
<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (key changes in London).</u></p> <p>To investigate and interpret the past Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>To build an overview of world history</p>	<p><u>To name and locate counties and cities of the UK (beyond the Midlands). Understand how land use patterns have changed in and around London over time.</u></p> <p>To investigate places Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Analyse and give views on the effectiveness of the different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including: rivers, key topographical features and land-use</p>	<p><u>London cityscapes</u></p> <p><u>William Morris lino printing</u></p> <p><u>ModRock sculpture inspired from crosses at Coventry Cathedral</u></p> <p>To develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>To master techniques Drawing: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>	<p><u>Research and bake recipes from different periods of British history</u></p> <p><u>Design and sculpt a cross using inspiration from Coventry Cathedral visit</u></p> <p>To master practical skills Food: Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms).</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Reflecting, organic, garnish</p> <p>Materials: Show an understanding of the qualities of materials to choose</p>

<p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To understand chronology Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time representing them along with evidence on a timeline.</p> <p>Use dates and terms accurately when describing events.</p> <p>To communicate historically Use appropriate historical vocabulary to communicate, including continuity, century, decade and legacy. Dark ages, mediaeval, aristocracy, primary source, secondary source, suitable, anthropology, bias, account, era, propaganda</p>	<p>patterns, and understand how some of these aspects have changed over time.</p> <p>To communicate geographically Describe and understand the aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>contour line, development, urban, rural, industrial, population, scale, congestion, topographical, ordnance survey, grid reference, Greenwich, pollution, Meridian,</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Painting: Sketch (lightly) before painting to combine line and colour.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Sculpture: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Print: Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>To take inspiration from the greats (classic and modern) Give details (including own sketches) about the style of some notable artists, artisans</p>	<p>appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>Construction:</p> <p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, glueing, filing and sanding).</p> <p>To take inspiration from design through history Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p>Composition, wet media, reflecting, atmosphere, represent, complex, delicate, abstract.</p>
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		<p>and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>abstract, fine detail, form, notable, provoke, qualities, tints, visually, tones, lithography</p>	
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