

KS2 Long Term Curriculum Map Trinity C E Primary School

Science	Physics: Electricity	Physics: Earth and Space	Biology: Living things: classification.	Chemistry: States of matter.	Biology: Plants	Physics: Forces and magnets.
Working Scientifically (Procedural Knowledge) is taught throughout each unit.						
History	A study of an aspect in British History that extends chronological knowledge beyond 1066: Not including Georgians and Stewarts.	A study of an aspect in British History that extends chronological knowledge beyond 1066: Not including Georgians and Stewarts.			Local History Study Shoe Industry 2-3 lessons on UK – Cities- regions and local Geography.	Local History Study Shoe Industry
Working Historically (Procedural Knowledge) is taught throughout each unit.						
Geography			The Amazon	The Amazon		
Locational Knowledge, Place Knowledge, Human and Physical Knowledge, Geographical Skills and Fieldwork are taught throughout each unit. Amazon has links with science in the spring term and summer 1. The amazon provides pre learning for year 5 Summer term book the explorer.						
Art/Design Year 4 Kapow	Drawing: Exploring tone, texture and proportion.		Craft and design: Fabric of nature	Painting and mixed media: Light and dark.		
DT		Electrical systems: Torches Year 4 unit			Textiles: Making shoes Use Kapow year 5 stuffed toys unit to support.	Cooking and nutrition: Developing a recipe. Year 5 unit focus on nutrition (Science) recapping for Y4-6 and introducing this declarative knowledge for Y3
RE	What does it mean for a Muslim to Follow God?	Understanding the Holy Trinity.	Creation 3/4 -year 3 unit 4/5 Mixture of 3 & 6 5/6 Year 6 unit	Good Friday – Year 3/4 Resurrection 4/5 & 5/6	Judaism, what does it mean to follow God?	U2.11 Humanity 3/4 & 4/5 U2.14 5/6
Pol-ED PHSE Association. Year 4 unit.	Relationships	Relationships	Living in the wider world	Living in the wider world	Health and Wellbeing Year 6 split at this point for specific NC	Health and Wellbeing

Commented [AC1]: Spoke about switching these two units so that:

- a) Children would have a base knowledge of Electricity before beginning DT unit torches in Autumn 2
- b) More variance in sun position in Autumn 2 for space unit experiments.

So ideally
Autumn 1 = Electricity
Autumn 2 = Space

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Music Year 5 Scheme of work	Shaping Music My best friend.	Unlocking Vocal Potential Panto Pandemonium The bells ring out And the match girl's Christmas.	Decoding Sound and Notation. Heal the Earth.	Carnival Time Brazilian Samba Drumming.	Sounds Dramatic Yustudio a spooky story project.	Music Speaks Yustudio Hip Hop project.
One lesson from each unit in music to focus on History, Diversity and inclusion using the provided support documents from charanga – view through a spirituality approach of windows mirrors and doors.						
PE	Basketball Gymnastics	Dance Fitness	Hockey OAA	Volleyball Tennis	Cricket Athletics	Rounders
	In addition to the allocated PE lessons, children participate in Active Bursts daily.					
Computing New Computing Scheme	Introduction to Purple mash Unpacking hardware and software.	Animation	Coding	Sound stories	Logo	Effective searching
	In addition to the allocated ICT lessons, online safety features in every unit.					
MfL Year 3/4 – Cycle B Year 4/5 & 5/6 complete 5/6 Cycle B	This is Me French Transport	School Days In my French House	Birthday Celebrations French Music celebrations	Colorful Creatures Verbs in a French Week	Fabulous French Food Visiting a town in France	Gourmet Tour of France French Sport and the Olympics.

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Articulating Our 3D KS2 Curriculum (2026–2027)

Purpose.

It ensures knowledge is connected, progressively built and meaningfully applied across subjects and year groups.

What do we mean by a 3D Curriculum?

- Vertical progression – knowledge and disciplinary skills are revisited and deepened over time.
- Horizontal coherence – subjects connect within each term so learning is purposeful and mutually reinforcing.
- Diagonal transfer – prior learning is deliberately applied in new subjects and contexts, strengthening long-term memory and understanding.

How our curriculum is progressive

Scientific concepts (living things, plants, electricity, forces and classification), historical thinking, geographical knowledge and fieldwork are revisited with increasing complexity. Procedural knowledge ('Working Scientifically' and 'Working Historically') is embedded across every relevant unit so pupils learn both the knowledge and the discipline.

Examples of horizontal connections

- Amazon ↔ Science: ecosystems, plants, habitats and biodiversity.
- Amazon ↔ English: geographical knowledge prepares pupils for 'The Explorer' in year 5.
- Local Shoe Industry ↔ DT: historical understanding informs shoe design and textiles.
- Electricity ↔ DT Torches: scientific understanding is applied through design.
- Nutrition ↔ Cooking: scientific knowledge supports healthy recipe design.
- Brazilian Samba ↔ Geography: cultural understanding enriches learning about Brazil and the Amazon.

How learning builds across KS2

Children move from learning core concepts to applying, analysing and evaluating them. Mixed-age classes study common concepts while expectations increase through questioning, vocabulary, independence and outcome. This ensures all pupils access the same ambitious curriculum at an appropriate level.

Our curriculum rationale

Our curriculum is not a collection of isolated topics. It is intentionally sequenced so that knowledge builds over time, connects across subjects and is repeatedly applied in authentic contexts. This enables pupils to remember more, make richer connections and develop as confident historians, scientists, geographers, designers, artists and global citizens.

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Key Messages

- Every unit builds on prior learning.
- Every subject develops both procedural and declarative knowledge.
- Cross-curricular links are purposeful, not tokenistic.
- Mixed-age planning maintains the same concepts while increasing depth and sophistication.
- Retrieval, application and revisiting of knowledge are planned to secure long-term learning.