

## National Curriculum - England

Key Stage	Lesson	Curriculum Links
EYFS	1.1	<b>Understanding the World - Technology</b> <ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools.</li> </ul>
EYFS	1.2	<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention - can listen and do for short span.</li> </ul>
EYFS	1.3	<b>Expressive Arts</b> <ul style="list-style-type: none"> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> </ul>
EYFS	1.4	<b>Personal, Social and Emotional Development:</b> <ul style="list-style-type: none"> <li>To understand appropriate behaviour in groups; and to have confidence in their own abilities.</li> </ul>
EYFS	1.5	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> </ul>

Key Stage	Lesson	Curriculum Links
EYFS	1.6	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Noticing detailed features of objects in their environment.</li> </ul>
EYFS	1.7	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Noticing detailed features of objects in their environment.</li> </ul>

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Key Stage	Lesson	Curriculum Links
KS1	2.1	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Gathering and recording data to help in answering questions.</li> <li>Identify common appliances that run on electricity.</li> </ul>
KS1	2.2	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Identify common appliances that run on electricity.</li> </ul>
KS1	2.3	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> </ul>
KS1	2.4	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Using observations and ideas to suggest answers to questions.</li> <li>Gathering and recording data to help in answering questions.</li> </ul>
Lower KS2	2.5	<p><b>Science</b></p> <p>Using straightforward scientific evidence to answer questions or to support findings.</p> <ul style="list-style-type: none"> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>

Key Stage	Lesson	Curriculum Links
Lower KS2	2.6	<p><b>Science</b></p> <p>Using straightforward scientific evidence to answer questions or to support findings.</p> <ul style="list-style-type: none"> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> </ul>
Lower KS2	2.7	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Children should recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> </ul> <p><b>PSHE Association - Scheme of work - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</li> <li>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</li> </ul>

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Key Stage	Lesson	Curriculum Links
Lower KS2	2.8	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught about precautions for working safely with electricity.</li> </ul> <p><b>PSHE Association Scheme of work - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</li> <li>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li> </ul>
Upper KS2	2.9	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul>
Upper KS2	2.10	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul>

Key Stage	Lesson	Curriculum Links
Upper KS2	2.11	<p><b>PSHE Association Scheme of work - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</li> <li>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li> </ul>
Upper KS2	2.12	<p><b>Science - Electricity</b></p> <ul style="list-style-type: none"> <li>Compare and give reasons why components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Pupils should be taught about precautions for working safely with electricity.</li> </ul>

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Upper KS2	2.13	<p><b>Science - Forces</b></p> <ul style="list-style-type: none"> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>PSHE Guidance from the PSHE Association</b> <b>Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>
Lower KS2	2.14	<p><b>Science</b></p> <p><b>PSHE Guidance from the PSHE Association</b> <b>Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>

Key Stage	Lesson	Curriculum Links
Upper KS2	2.15	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>PSHE Guidance from the PSHE Association</b> <b>Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>
Upper KS2	2.16	<p><b>Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>

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Key Stage	Lesson	Curriculum Links
KS3	3.1	<p><b>Science</b></p> <p>Children should be taught about</p> <ul style="list-style-type: none"> <li>Processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.</li> <li>Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.</li> </ul> <p><b>PSHE Guidance from the PSHE Association</b></p> <p><b>Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</li> <li>To understand risk within the context of personal safety, especially accident prevention and road safety.</li> <li>A knowledge of basic first aid and life-saving skills.</li> </ul>

Key Stage	Lesson	Curriculum Links
KS3	3.2	<p><b>Science</b></p> <p>Children should be taught about</p> <ul style="list-style-type: none"> <li>Processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.</li> <li>Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</li> </ul>
KS3	3.3	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>Identify and solve their own design problems and understand how to reformulate problems given to them.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.</li> </ul>

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Key Stage	Lesson	Curriculum Links
KS3	3.4	<p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety</li> <li>• A knowledge of basic first aid and life-saving skills.</li> </ul>
KS3	3.5	<p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>

Key Stage	Lesson	Curriculum Links
KS4	3.6	<p><b>PSHE Association Scheme of Work</b>  <b>Core Theme 3: Living in the wider world - Economic wellbeing and being a responsible citizen</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• About the importance of respecting and protecting the environment.</li> </ul>
KS4	3.7	<p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>
KS4	3.8	<p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>

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Key Stage	Lesson	Curriculum Links
KS4	3.9	<p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>
KS4	3.10	<p><b>Science</b>  <b>Energy changes and transfers</b></p> <ul style="list-style-type: none"> <li>• Other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.</li> </ul> <p><b>Current Electricity</b></p> <ul style="list-style-type: none"> <li>• Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current.</li> </ul> <p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe</li> <li>• Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>

Key Stage	Lesson	Curriculum Links
KS3	3.11	<p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>
KS3	3.12	<p><b>Interactions and interdependencies</b>  <b>Relationships in an ecosystem</b></p> <ul style="list-style-type: none"> <li>• The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops.</li> <li>• The importance of plant reproduction through insect pollination in human food security.</li> <li>• How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.</li> </ul> <p><b>PSHE Guidance from the PSHE Association</b>  <b>Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>

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Key Stage	Lesson	Curriculum Links
KS4	3.13	<p><b>English Writing</b></p> <p>Pupils should be taught to: Write accurately, fluently, effectively and at length for pleasure and information through: Writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>• well-structured formal expository and narrative essays,</li> <li>• stories, scripts, poetry and other imaginative writing,</li> <li>• notes and polished scripts for talks and presentations,</li> <li>• a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</li> </ul> <p><b>PSHE Guidance from the PSHE Association Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>

Key Stage	Lesson	Curriculum Links
KS3	3.14	<p><b>PSHE Guidance from the PSHE Association Core Theme 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>
	3.15	<p><b>PSHE Guidance from the PSHE Association Core Theme 1 - Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• How to assess and manage risks to health and to stay, and keep others, safe.</li> <li>• Ways of recognising and reducing risk, minimizing harm and getting help in emergency and risky situations.</li> <li>• To understand risk within the context of personal safety, especially accident prevention and road safety.</li> </ul>